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ABSTRACT

Information is provided on the educational systems of Bahrain, Oman, Qatar, the United Arab Emirates, and the Yemen Arab Republic in order to assist U.S. colleges and universities as they work with international student agencies and representatives from these countries. For each country, placement recommendations are offered, along with notes to admissions officers. The country profiles cover: the country and its people, the educational system, pre-primary education, primary education, intermediate education, secondary education, public secondary school courses, private secondary schools, secondary level vocational training programs, military schools, technical/industrial education, agricultural education, higher education, teacher education, and English language training. Sample documents from the countries are provided, including transcripts and diplomas. A bibliography for each country, a general bibliography, and a glossary are appended. (SW)

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Bahrain
Oman
Qatar
United Arab Emirates
Yemen Arab Republic

A Workshop Report
October - November 1983
Al Ain, United Arab Emirates

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THE JOINT COMMITTEE ON WORKSHOPS
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CONTENTS iii
PREFACE v
ACKNOWLEDGEMENTS vi
WORKSHOP SPONSORS viii

BAHRAIN 1
THE COUNTRY AND ITS PEOPLE 3
THE EDUCATIONAL SYSTEM 3
PRE-PRIMARY EDUCATION 6
PRIMARY EDUCATION 6
INTERMEDIATE EDUCATION 6
SECONDARY EDUCATION 8
PUBLIC SECONDARY SCHOOL SECTIONS 10
General Education 10
Agriculture Section 10
Arts Section 10
Commercial Section 10
Health Sciences Section 11
Hotel and Catering Section 12
Industrial Section 12
Music Section 13
Printing Section 13
Religious Institute 13
Sciences Section 13
Textiles Section 14
PRIVATE SECONDARY SCHOOLS 14
SECONDARY LEVEL VOCATIONAL TRAINING PROGRAMS 15
College of Health Sciences 15
Gulf Polytechnic 16
Industrial Secondary Schools 16
National Vocational Training Centre 16
HIGHER EDUCATION 17
INSTITUTIONAL DESCRIPTIONS 18
Arabian Gulf University 18
College of Health Sciences 18
Gulf Polytechnic 19
Current System 19
Former System (Gulf Technical College) 25
Hotel and Catering Training Centre 26
Teacher Training Institutes/Colleges 27
University College of Arts, Science and Education 27
SPECIAL POST-SECONDARY VOCATIONAL TRAINING CENTERS 29
NOTES TO ADMISSIONS OFFICERS 30
PLACEMENT RECOMMENDATIONS 32
SAMPLE DOCUMENTS 36

OMAN 39
THE COUNTRY AND ITS PEOPLE 41
THE EDUCATIONAL SYSTEM 43
PRE-PRIMARY EDUCATION 46
PRIMARY EDUCATION 46
PREPARATORY EDUCATION 47
SECONDARY EDUCATION 48
General Secondary (Arts and Sciences) 48
Islamic Secondary 49
Teacher Training 49
Commercial Secondary 50
Agricultural Secondary 50
Industrial Secondary 51
HEALTH SCIENCES 51
MILITARY SCHOOLS 52
PRIVATE SCHOOLS 52
TECHNICAL EDUCATION 53
Preparatory Level 53
Secondary Level 53
Post-secondary Level 53
VOCATIONAL EDUCATION 53
Vocational Training Centers 53
HIGHER EDUCATION 54
Abroad 54
Sultan Qaboos University 54
NOTES TO ADMISSIONS OFFICERS 55
SAMPLE DOCUMENT 58
PLACEMENT RECOMMENDATIONS 60

QATAR 61
THE COUNTRY AND ITS PEOPLE 63
EDUCATIONAL OVERVIEW 63
PRE-PRIMARY EDUCATION 65
PRIMARY EDUCATION 65
PREPARATORY EDUCATION 65
SECONDARY EDUCATION 66
An Overview 66
General Secondary Education 66
Commercial and Technical Education 69
Religious Education 69
Private Secondary Education 69
TEACHER TRAINING 69
VOCATIONAL TECHNICAL EDUCATION 69
The Health Sciences Institute 69
The Center for Training and Career Development (The Regional Training Center) 70
POST-SECONDARY TECHNICAL EDUCATION 70
Civil Aviation College (Gulf States) 70
HIGHER EDUCATION 71
University of Qatar 71
ENGLISH LANGUAGE TRAINING 72
NOTES TO ADMISSIONS OFFICERS 72
PLACEMENT RECOMMENDATIONS 73
SAMPLE DOCUMENT 74

UNITED ARAB EMIRATES 75
THE COUNTRY AND ITS PEOPLE 77
EDUCATIONAL SYSTEM 77
KINDERGARTEN 79
PRIMARY EDUCATION 79
PREPARATORY EDUCATION 79
SECONDARY EDUCATION 80
SPECIAL SCHOOLS 81
Islamic Institutes 81
Private Schools 81
Defense Force Schools 82
TEACHER TRAINING 82
TECHNICAL EDUCATION 82
Technical/Industrial Education 84
Agricultural Education 84
Commercial Education 84
HIGHER EDUCATION 85
United Arab Emirates University 87
NOTES TO ADMISSIONS OFFICERS 88
PLACEMENT RECOMMENDATIONS 90
SAMPLE DOCUMENTS 90

YEMEN ARAB REPUBLIC 93
THE COUNTRY AND ITS PEOPLE 95
THE EDUCATIONAL SYSTEM 95
PRE-PRIMARY EDUCATION 97
PRIMARY EDUCATION 97
PREPARATORY EDUCATION 98
SECONDARY EDUCATION 99
VOCATIONAL, COMMERCIAL, TECHNICAL/INDUSTRIAL AND AGRICULTURAL EDUCATION 99
Vocational Training Centers (VTC) 99
Commercial Education 99
Technical/Industrial Education 100
Other Vocational/Technical Opportunities 101
National Institute of Public Administration (NIPA) 101
Agricultural Education 101
TEACHER TRAINING 101
Primary Teacher Training Institutes 102
Preparatory and Secondary Teacher Training 103
HIGHER EDUCATION 104
Sanaa University 105
NOTES TO ADMISSIONS OFFICERS 106
PLACEMENT RECOMMENDATIONS 108
SAMPLE DOCUMENTS 109

GLOSSARY 111
BIBLIOGRAPHY 112
WORKSHOP PARTICIPANTS 114

Preface

The following pages present information on the educational systems of Bahrain, Oman, Qatar, the United Arab Emirates, and the Yemen Arab Republic. The material was gathered by the participants during months of study prior to the trip and while visiting each country in the late fall of 1983. The report is organized to assist our college and university colleagues as they work with international students, agencies, and representatives from these five countries.

We departed the Middle East with a sense of the unfinished nature of the educational enterprise in these countries. One country will build more than forty new elementary schools in the next two to three years! Entire new university campuses are being built and curriculum changes are frequent at the existing institutions. There is evidence of tremendous national pride in the educational systems they are creating and the faculty they are hiring. The unfinished nature has a solid educational foundation from which each country is developing its future plans.

An increasing number of undergraduates will be encouraged to remain within the country to complete their academic programs. Other undergraduates will be sent abroad and some will, of their own initiative, seek educational experiences in other parts of the world. Demand for graduate and professional training is still growing.

The Arabian Peninsula Workshop was the thirteenth in a series of overseas workshops sponsored by the Joint Committee on Workshops (JCOW), the National Association for Foreign Student Affairs (NAFSA) and the American Association of Collegiate Registrars and Admissions officers (AACRAO). These workshops are designed to serve several purposes: (1) they assist in the evaluation of educational credentials of students from other countries; (2) they assist other nations and their students by the results of the evaluations and proper academic placement; and (3) they increase the breadth of international understanding and cooperation and provide a resource—trained individuals—who continue to enrich the educational effort in the United States and Canada.

Thirteen participants were selected from a large number of professional applicants. Prior to departure, each person was assigned to one of the five country teams. Each team, under the direction of a team leader, began its research and produced a preliminary draft report prior to departure for the Middle East. The entire workshop team met in London for its first organizational meetings. After orientation, each team traveled directly to its assigned country for a week of meetings with Ministry of Education and University officials, visits to elementary and secondary schools, and many specialized meetings to gain insight into the entire educational system of the country. The teams re-grouped at Al Ain, a desert oasis in the United Arab Emirates, as guests of the United Arab Emirates University. It was an intense week of study, writing, reporting and critiquing our findings. The University's doctor kept many of us on our feet! The formal portion of the workshop ended on November 9th and most participants took advantage of European stopovers and extended the trip.

The Arabian Peninsula Workshop has taken nearly five years from initial planning to completion of the final report. The sixteen days in the Middle East was the most exciting aspect of the workshop. However, it is our hope that the publication of this report will make a worthwhile and enduring contribution to the field of international educational exchange.

. . . . . .

Those who use this guide are reminded that the placement recommendations for each country are the result of careful review and deliberation. The recommendations are presented as a general guide to Admissions Officers. As such, the recommendations must be considered along side an institution's own experience, policies, and requirements. Furthermore, educational development continues in each of the five countries and some material will become outdated all too quickly. Please do contact the participants for any additional information or clarification which you may seek.

. . . . . .

Frequent cross-referencing has been utilized to compensate for limitations of space. A special section, entitled "Notes to Admissions Officers" has been provided at the end of each of the five country reports. These notes provide assistance in the evaluation of foreign educational credentials. However, neither the notes nor the placement recommendations can stand alone. The reader is referred to the text for additional information.

Acknowledgements

In a project such as this, literally dozens of people helped. To identify each person seems impossible. However, I do wish to recognize those individuals and groups who made the workshop possible. Without their assistance this project could not have happened.

Much of the support staff work for a project such as this comes from NAFSA. Their support and experience is a crucial element in the success of any workshop. Special thanks go to Liz Adams and Patty Lynn Miller. During the sometimes difficult weeks and months of planning and fund raising, various individuals seem to supply the right words of encouragement at just the right time. I especially appreciated support from members of JCOW and the experienced guidance provided by Rebecca Dixon.

Other staff support was provided by numerous people in the offices of country team leaders and the workshop administrative team. This work was added to already overloaded workers. My personal thanks to each. In my own office, Jean Hawkins, Sally Brown and Vicki Kauffman managed to perform more than 12 things at once!

Workshop Directors have the privilege of inviting observers to join the project. Hattie Jarmon, AID Office of International Training; Joseph Bruns, USIA Office of Student Support Services; Joan Borum, ETS International Office; and, Bob Hefling, University of Colorado, retired, not only joined the workshop as observers but participated fully as country team participants. My thanks to each of you, you're tremendous.

Each country team has included acknowledgements. However, I must mention some individuals to whom I am especially grateful. Representatives of these five countries serving in the United States were of immense assistance to me. Specifically, these people are: Mr. Ridha Abdul-Latif, Mr. Omar Aideed and Mr. Rody Jaurigue, all from the Oman Embassy; Mr. Ahmed Al-Hadad from Bahrain; Mr. Muzafar Al-Haj Muzafar, Mr. Khalifa Sulaiman and Dr. Ahmed Badr from the United Arab Emirates; Mr. Ibrahim J. Al-Bakir and Mr. Duncan MacInnes from Qatar. In the Yemen Arab Republic, Dr. Abubaker Qirbi also provided great assistance.

On the other side of the coin, the United States Information Agency through Maryann Spreckelmeyer, Joseph Bruns, and Addie O'Connell offered the support of the Public Affairs Officers in each of these countries. Daniel Sreebny, Oman; William Riddell, Qatar; Marjorie Ransom, United Arab Emirates; Frank Ward, Yemen Arab Republic; and, Peter Kovach, Bahrain, provided invaluable assistance both prior to the workshop and during each team's country visit.

A special thanks is due the United Arab Emirates University. The University's offer to host the entire group during its final week of deliberations completed our fund raising efforts and provided a splendid setting for us to complete our project.

To my editor, John Johnson, and Administrative Director, Fred Lockyear, I am forever indebted for their work. John is energetic, detailed, and a perfect taskmaster for the job of editor. His previous experience in the Middle East, his positive approach to problem solving and his contributions to the overall workshop effort are woven throughout the report. Fred Lockyear was more than an administrative director. He assisted with fund raising, and part way through the project became Chair of JCOW. From that perspective he was able to provide even further assistance and I wish all to know that Fred often came forward with the crucial bit of information or decision that assisted in making this workshop go. To each of you I extend my congratulations and heartfelt thanks.

There is one person who shares most of the responsibility (some might say blame!) for my involvement as Director of this Workshop. He is the most unselfish, dedicated person I know. His guidance through my early years of experience in international education helped form the foundation for my own love and dedication to this profession. I considered a formal dedication of this entire workshop report to him but decided it would be too embarrassing. So this is my informal dedication to Bob Hefling. He assisted with the orientation, participated as a Qatar team member, and gave us the vision to see that much was possible. Thank you, Bob!

Finally, the country team leaders and participants are in fact the crucial ingredients in any successful workshop. As workshops go, we were a small group, and divided into five country teams, we were even smaller. Their pre-departure preparation, patience, commitment, and ability to adjust to the unexpected were the blessings that each brought to the project. Their humor and dedication made this entire effort a most enjoyable experience for me. I look forward to these new professional friendships.

Robert L. Hannigan, Director
Arcata, California
April, 1984

Country-Specific Acknowledgements

BAHRAIN

This report would have been impossible to complete without the assistance of many educational officials and teachers too numerous to mention here. The participants on the Bahrain team are particularly grateful to Dr. Hamad Al-Suleyti and Mr. Hamad Al Rumaihi of the Ministry of Education for providing essential information about public schools.

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OMAN

Many dedicated individuals in Oman and the United States cooperated willingly in our research, offering enthusiastic support for the project. An attempt to identify all the people who made significant contributions to this report would be an impossible task fraught with oversights. Among our wonderful supporters figure dozens of directors of the various divisions of the Ministry of Education and Youth Affairs, the Ministry of Social Affairs and Labor, and the Ministry of Health; their administrative staffs and secretaries; school principals; teachers and counselors; administrators in the University Project; diplomats and advisors in the Embassy of the Sultanate of Oman; the staffs of NAFSA, AACRAO, and AMIDEAST; and Omani students and alumni of U.S. institutions.

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UNITED ARAB EMIRATES

The U.A.E. team wishes to give special thanks to Mr. Ahmed H. Yazouri, Head of Cultural Relations for the Ministry of Education of the U.A.E. The productiveness and pleasure of our visit were due in large part to Mr. Yazouri's friendly and competent assistance. Others who were of substantial help in the preparation of this report include: Marjorie Ann Ransom, First Secretary for Information and Cultural Affairs, Embassy of the United States of America; Ahmed Salim Al Faris, Head of Public Relations, Ministry of Education; Mohd. A. Abdul Kareem, Manager, General Education Department; Abdulla A. Nuraddin, Director of Training Department, Ministry of

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. . . And all of the administrators, teachers, and Ministry of Education personnel whose hospitality and helpfulness made this report possible.

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The list which follows contains the names of the individuals who contributed to or participated in various phases of the workshop. Their assistance at all levels was invaluable and most greatly appreciated by the Yemen team: Dr. Yusuf Abdullah, Dr. Mohammed Al-Khader, Mr. Ahmed Y. Al-Yadomy, Dr. Mohammed Al-Harazi, Dr. Ahmed Ali Al-Hubashi, Dr. Nasr Awlagi, Dr. Badrawi, Dr. Mahmoud Dawood, Dr. Ali El-Shekeil, Dr. Abdurabuk A. Garadah, Dr. Abdul Aziz Magalleh, Dr. Robert Martin, Dr. Abubaker Qirbi, Dr. Francis Ward, III, and Ambassador David Zweifel.

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The entire international education enterprise will reap the benefits of the generosity of our sponsors. The workshop participants and the AACRAO/NAFSA Joint Committee on Workshops takes this opportunity to pass along their admiration and appreciation.

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BAHRAIN

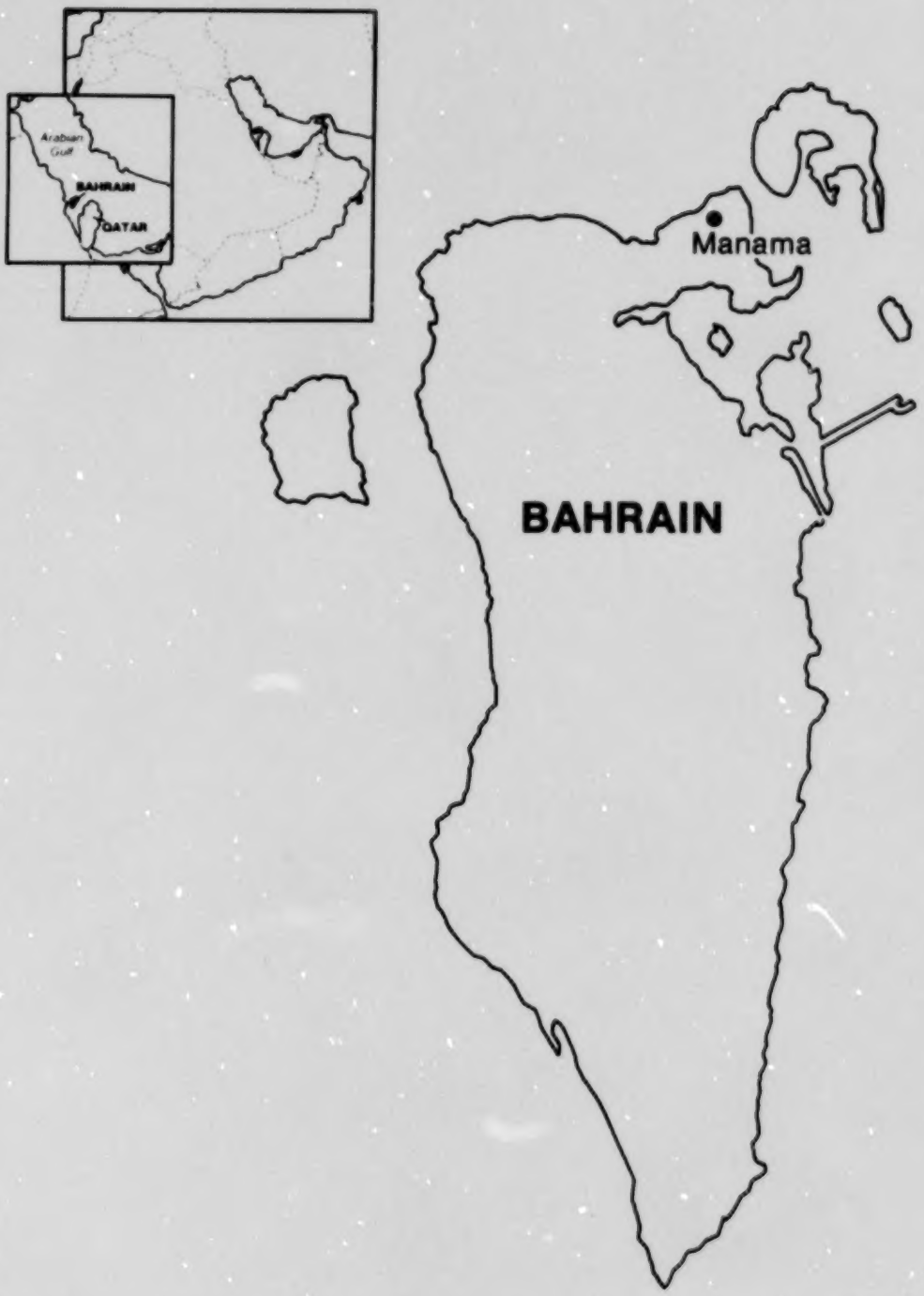
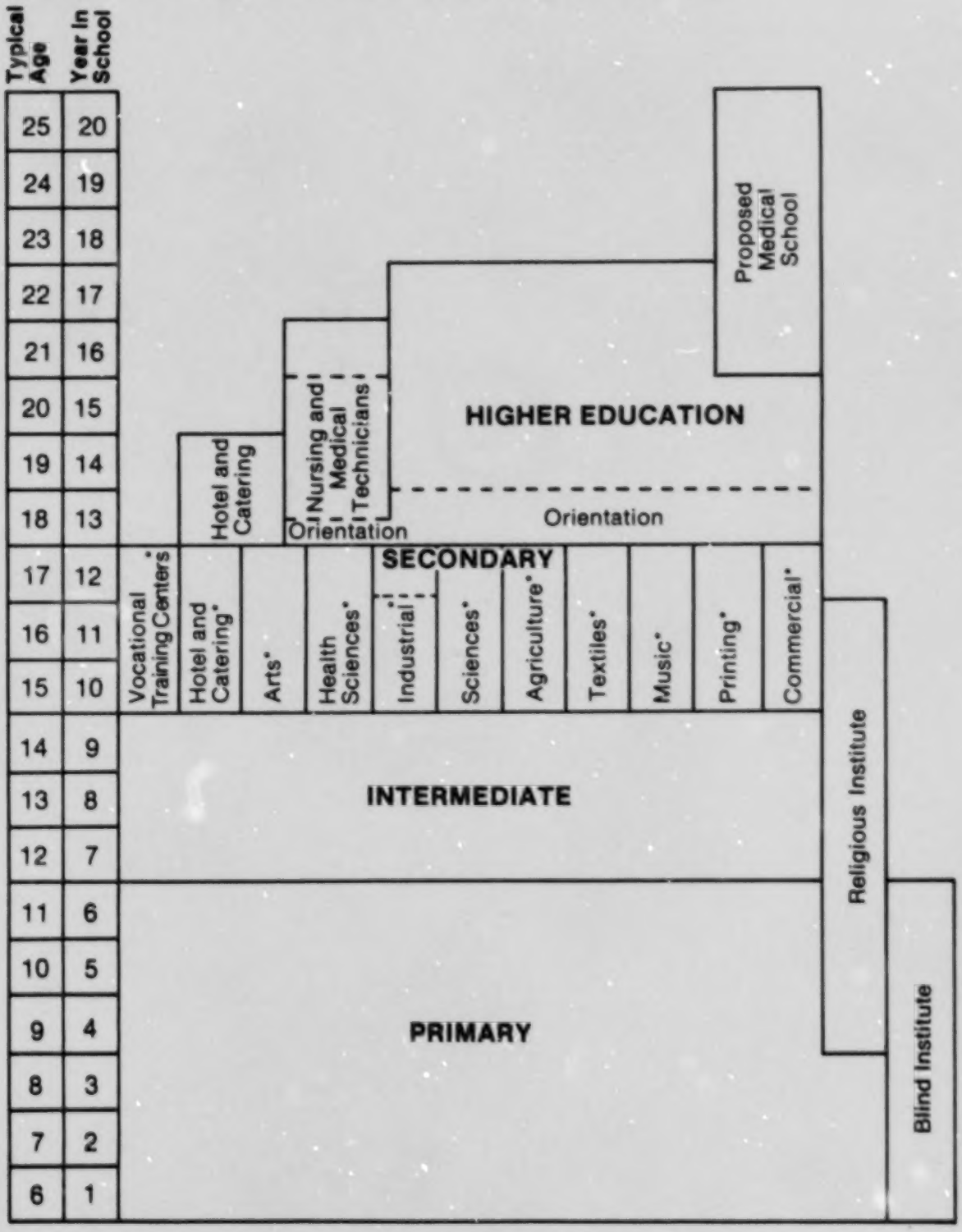


Table 1.—State of Bahrain Education System



*See Table 6 for further details concerning secondary sub-sections or branches.

Bahrain

THE COUNTRY AND ITS PEOPLE

Geography

Location: Bahrain is a group of 33 islands in the Arabian Gulf between Qatar and Saudi Arabia. In addition to the main island of Bahrain, other significant islands are Al Muharraq, Umm Na'san, Sitrah, An Nabi Salih, and the Hawar Group. The capital is Manama, with other main cities being Muharraq, Isa Town, Al Rifa, and Hidd.

Climate: The climate is hot and humid (70-80%) most of the year, with daytime temperatures frequently reaching 100°F. The four winter months, November through February, are generally mild and pleasant. Rainfall averages less than four inches annually.

Size: Approximately 676 square kilometers (260 square miles), about ¼ the size of Rhode Island.

Natural Resources: Oil, associated and non-associated natural gas, and fish.

Industry: (70% of Gross National Product) Oil, aluminum, ship repair, natural gas, fish.

Agriculture: (2% of Gross National Product) Eggs, vegetables, dates.

Services: (26% of Gross National Product) Banking, real estate, insurance.

The People

Population: 358,857 (1981 estimate)

Population Density: Most of the population is concentrated in the two principal cities, Manama and Muharraq.

Official Language: Arabic, although English, Farsi, and Urdu are also spoken.

Literacy: 79% (1981 estimate)

Ethnic Groups: The indigenous people came from the Arabian Peninsula and Iran. The population is currently comprised of Arabs (73%), Iranians (9%), Pakistanis, and Indians. Approximately 68% of the population are Bahraini citizens.

Religion: Islam is the main religion; both the Sunni and Shia sects are represented. Small percentages of the population are Christian and Jewish.

THE EDUCATIONAL SYSTEM

History and Development

While there is some disagreement among sources as to the date of the establishment of Western-style schools in Bahrain, there is no doubt that Bahrain has a long educational tradition. Private schools have operated since 1892 when The American Mission, an independent Christian group, opened a school for girls. According to some sources, the first public school for boys, the Al-Hidaya Al-Khalifa School, was established in 1919. In 1928, the first public school for girls was opened. Even prior to the establishment of these schools, education had been provided by home tutors or co-educational Koranic schools since the first century A.D.

From these early beginnings, the educational system has undergone remarkable expansion. In the period between 1961-62 and 1972-73 alone, primary enrollment increased 80 percent, intermediate school enrollment 485 percent, and secondary school enrollment (general) 1755 percent. Increases were steady, if less dramatic, between the years of 1976-77 and 1980-81. Total enrollment of male students in primary, intermediate and secondary education increased from 33,474 to 37,458, while enrollment of female students increased from 27,332 to 31,625. See Table 2 for enrollment statistics.

One of Bahrain's biggest challenges is to accommodate all the secondary school graduates who are eligible to go on to higher education. Despite the recent expansion of existing institutions of higher education and the establishment of new institutions, many Bahraini students study abroad, many of them on scholarships from the Bahraini government or other governments or private companies. In 1981-82, 310 Bahraini students were studying in the United States; most of them in the fields of engineering, business administration and computer science.

Present Day Objectives

Current educational policy reflects two main objectives: the expansion of educational oppor-

Table 2.—Number of Students by Level, Sex, and Type of Education, 1976-77/1980-81

Level and Type of Education	Sex	1976-77	1977-78	1978-79	1979-80	1980-81
Primary	Male	23,929	24,122	24,411	24,576	23,804
	Female	18,661	19,042	19,592	20,016	20,305
Intermediate	Male	4,938	5,240	5,707	7,640	9,036
	Female	4,215	4,512	4,661	6,601	7,394
General Secondary: Sciences and Arts	Male	3,306	3,568	4,001	3,127	2,699
	Female	3,959	4,191	4,425	3,272	2,938
Health Sc. Secondary	Male	—	—	—	—	—
	Female	—	—	—	—	61
Commercial Secondary	Male	545	589	702	622	751
	Female	497	576	746	613	927
Industrial Secondary*	Male	652	567	815	813	1,071
	Female	—	—	—	—	—
Religious Education	Male	104	115	102	99	97
	Female	—	—	—	—	—
Total	Male	33,474	34,201	35,866	36,877	37,458
	Female	27,332	28,321	29,424	30,502	31,625
	Total	60,806	62,522	65,290	67,379	69,083

*Not including students in the 2-year vocational programs.

tunity, particularly in the rural areas, and coordination of the educational system with the need for personnel trained in certain technical fields.

Despite Bahrain's long educational tradition, the literacy rate was only an estimated 79% in 1981. The Bahraini government's "10,000 Plan" refers to a system whereby 10,000 Bahrainis are to be educated in local secondary and post-secondary institutions to replace foreign workers who currently hold key managerial, professional, and technical positions.

Legal Basis and Financing

Education in Bahrain at the primary, intermediate and secondary levels is free but not compulsory. Most post-secondary institutions have a nominal tuition fee, but many students are supported by scholarships from the government or from private companies.

While actual government educational spending has increased over the past ten years, the percentage of total expenditures allotted to education has declined from over 20 percent in 1971-72 to only 9.4 percent in 1980. Spending on some projects has been supplemented by contributions from other nations, particularly those in the Gulf area (for examples, see descriptions of Arabian Gulf University and Gulf Polytechnic).

The Ministry of Education is responsible for public education; however, some of the other ministries, including the Ministry of Labor and the Ministry of Power, Works and Electricity, offer training programs for their employees. In accordance with the 1961 Private Schools Ordinance, the Ministry of Education also supervises private education, establishing guidelines in terms of staffing levels, buildings, administration, curricula and textbooks. Recent educational legislation includes the 1974 Anti-Illiteracy Law (see Adult Education) and the 1975 Education Law (still in draft form), which defines the aims of education in Bahrain and calls for the lengthening of the intermediate cycle from 2 to 3 years (see Structure of the Educational System).

Table 3.—Number of Teaching Staff by Type of School, Sex, and Bahraini Citizenship: 1980-81

Type of School	Number of Teachers: Male	Female	Total
	(Percentage Bahraini)		
Primary	682 (90%)	893 (96%)	1,575 (96%)
Primary/Intermediate	654 (81%)	348 (94%)	1,002 (85%)
Intermediate	72 (69%)	131 (79%)	203 (75%)
Intermediate/ Secondary	74 (54%)	223 (79%)	297 (73%)
Secondary Commercial & Health Sciences, Sciences, Arts	264 (28%)	249 (57%)	513 (42%)
Industrial Secondary	151 (18%)	—	151 (18%)
Religious Institute	20 (40%)	—	20 (40%)
Total	1,917 (72%)	1,844 (87%)	3,761 (80%)

Structure of the Educational System

Since 1978, the general pattern of education in Bahrain consists of six years of primary education, three years of intermediate (also referred to as preparatory education), and three years of secondary education. There are also some short-term vocational programs (of two years or less duration) and a three-year vocational training and apprenticeship program offered at the secondary level. Prior to 1978, the intermediate cycle was only two years in length (see Table 2 for enrollment statistics).

The three year secondary program has been recently expanded and reorganized. New specializations (referred to as sections) have been added: Agriculture, Health Sciences, Hotel and Catering, Music, Printing, and Textiles (see Table 6). The four original sections (Arts [Literary], Commercial, Industrial, and Sciences) have been further subdivided into sub-sections. For example, there are now two sub-sections in the Sciences: Chemistry/ Biology and Mathematics/Physics.

At the end of the third year of the secondary program, students from all the sections sit for a national final examination appropriate to the section studied. Students who pass the examination receive the Secondary Certificate/Diploma (*tawjihi*) which is the basic qualification required for further education in Bahrain.

The Religious Institute provides education for religious leaders. Its program parallels that of the general pattern of education through secondary school, except that its primary program begins after the third year of general primary school. Another difference is that the intermediate program of the Religious Institute is still only two years in length (see Table 1 for structure of the program and Table 2 for enrollment at the three levels).

The Blind Institute, which had a total enrollment of 121 (17 females and 104 males) in 1980-81, offers primary and intermediate programs as well as vocational training. Students are from Jordan, Oman, Qatar and the United Arab Emirates, as well as from Bahrain. The Hope School for mentally retarded children had an enrollment of 45 in 1980-81, most of them Bahraini.

Post-secondary education is currently offered at four institutions: the College of Health Sciences*, Gulf Polytechnic* (formerly Gulf Technical College), the Hotel and Catering Training Centre*, and the University College of Arts, Science and Education. A fifth institution, the Arabian Gulf University, is presently in the planning stages. Its College of Medicine is scheduled to open in 1985.

The Secondary Certificate/Diploma (*tawjihi*) is the basic requirement to enter most of the programs offered at these institutions (see the sections on Secondary Certificate/Diploma and Access to Higher Education for more information). Generally, students are expected to pursue a field of study related to their secondary preparation. Some institutions require a specific percentage on the Secondary Certificate/Diploma and an entrance or placement examination.

The College of Health Sciences and the Hotel and Catering Center also participate with the Ministry of Education in offering programs of study at the secondary level.* The Gulf Polytechnic also offers many short-term and continuing education programs, many of which have no specific educational requirement for entry. These programs are discussed in so far as possible in the description of Gulf Polytechnic.

*Their secondary level programs are described in the section on secondary education (Health Sciences Section and Hotel and Catering Section). See also Secondary Level Vocational Training Programs: Gulf Polytechnic.

Post-secondary education has changed dramatically in the last ten years. Once limited to highly specialized vocational programs, the range of offerings now includes more general U.S.-style associate and bachelor degree programs.

Except for private schools, schools at the primary, intermediate and secondary levels are segregated by sex. All post-secondary institutions are co-educational, but male and female students do not always attend class together.

Adult Education

Adult Education may be divided into three main sectors: vocational training, in-service teacher training, and literacy campaigns. Many of the ministries and companies in Bahrain operate training programs for their employees. Some of these programs require the Intermediate Certificate to enter (see Secondary Level Vocational Training Programs). Many, however, are primarily for employees who have completed secondary school (see Special Post-secondary Vocational Training Centers). In 1980-81, there were 167 teachers enrolled in the In-Service Educational Training Centre studying Arabic language and socials, educational administration, English language, fine arts, or science and mathematics.

Since 1973, five literacy centers for men and 25 for women have been established. Their total enrollment in 1980-81 was 697 males and 2,418 females. Several of the centers are also open in the evenings for vocational training. There are additional centers for teaching English as a Second Language. Literacy workers are to be trained through an agreement with the Arab League Educational, Cultural and Scientific Organization (ALECSO).

PRE-PRIMARY EDUCATION

The few private kindergartens available are mostly for the children of expatriates. There are no public pre-kindergarten or kindergarten facilities offered by the government.

PRIMARY EDUCATION

Primary education is a six year cycle. Students normally begin at age six and finish at age 12 with a Primary Certificate.

Primary education is free but not compulsory, with school attendance difficult to enforce. However, an estimated 95% of primary school age children are enrolled. In 1980-81, a total of 44,109 students were attending 75 primary schools. Average class size is 36 students.

Instruction is in Arabic, with the study of English beginning in the fourth year. Arabic and mathematics appear to be stressed at the primary level. Most teachers at the primary level are Bahraini.

Table 4 provides a weekly timetable of the primary school curriculum.

INTERMEDIATE EDUCATION

General

Intermediate education, also referred to as preparatory education, is a three-year cycle immediately following primary education. Prior to the 1979-80 school year, intermediate education consisted of only two years of study. Upon successful completion of either the two-year cycle or the three-year cycle, students receive the Intermediate Certificate (*I'dadiah*) which gives access to secondary education.

In 1980-81, there were 437 intermediate classrooms with 16,430 students enrolled (about 82.6% of the age cohort).

Public Schools

All public schools* offer the same program of study. The program of study in public schools consists of courses in religious instruction, Arabic language, English language, social studies (history, geography, civics), mathematics, science, art, and physical education (see Table 5). Students spend approximately 36 periods in class each week.

Prior to 1979, there were few electives. When the intermediate program was lengthened from two years to three years, practical elective subjects, such as agriculture, car body repair, carpentry, handcrafts, home economics (for girls), and printing, were introduced. These courses are designed to help students in selecting a section or specialization at the secondary level.

Teachers depend heavily on the lecture method of teaching, and there is little work outside of class. The language of instruction is Arabic.

*Private and religious schools are discussed on the following pages.

Table 4.—Primary School Curriculum, 1980-81.

Subject	Classes per week					
	1st yr	2nd yr	3rd yr	4th yr	5th yr	6th yr
Arabic	11	11	11	10	9	9
Mathematics/Geometry	6	6	6	6	6	6
General Science	2	2	2	3	3	3
English	—	—	—	6	7	7
Islamic Religion	3	3	3	2	2	2
Social Subjects	—	—	2	3	3	3
Drawing	3	3	3	3	3	3
Physical Education	3	3	3	2	2	2
Songs and Music	2	2	2	1	1	1
	30	30	32	36	36	36

Table 5.—Intermediate School Curriculum, 1980-81

Subject	Classes per week		
	1st yr	2nd yr	3rd yr
Arabic Language	7	7	7
Mathematics	5	5	5
Sciences	4	4	4
English Language	7	7	7
Islamic Religion	2	2	2
Social Subjects	3	3	3
Fine Arts	2	2	2
Physical Education	2	2	2
Practical Studies*	4	4	4
	36	36	36

*Two periods for Home Economics in Girl's Schools.

Grading

The final grade in each subject is expressed in terms of a percentage of marks obtained. The maximum mark is 100 for Arabic, English, mathematics, science and social studies; it is 50 for art, physical education and religious instruction. The passing mark (referred to as the minimum mark) is often 50 percent of the maximum mark; i.e., 50 when the maximum mark is 100; however, when the maximum mark is lower than 100, the percentage required to pass varies from 25 percent to 40 percent. The maximum and minimum marks in each subject are shown on certificates.

The final mark in each subject is based on daily work (33½ percent), a mid-year examination (16½ percent), and a final examination (50 percent). In order to be promoted, students must: 1) achieve no less than 50 percent of the "grand total" of maximum marks, 2) earn the minimum mark required in each subject, and 3) attain a mark of at least 30 percent on the final examination.

The regulations for promotion and re-examination are the same as for secondary school students.

Religious Schools

The Religious Institute offers instruction at the primary, intermediate, and secondary levels. In the Religious Institute, the intermediate cycle is still only two years in length. Although the program of study was unavailable at the time of publication of this report, it is reportedly patterned after that of the Al-Azhar school system in Egypt (see *The Admission and Academic Placement of Students from Selected Arab Countries: Egypt, Jordan, Saudi Arabia, Kuwait*, AACRAO, 1975, p. 23).

Private Schools

Several private schools for foreign residents of Bahrain offer education through the intermediate level, including Sacred Heart School, American Mission School, and Bahrain School. While these schools are supervised by the Ministry of Education, their programs of study follow those of the home countries. For example, the Sacred Heart School offers a British curriculum while the Bahrain School offers both a British and American curriculum.

The private schools which offer programs through the secondary level are described under the section entitled Private Secondary Schools.

SECONDARY EDUCATION

In Bahrain, secondary education generally refers to the three year program immediately following the intermediate cycle. Enrollment in a public secondary school is free but not compulsory. There are also several private schools, mainly for foreign residents of Bahrain, which offer programs at this level. According to the Ministry of Education's 1981-82 statistics, almost 9,000 students (approximately half of the age cohort) were enrolled in secondary school, 4 percent of this group in private school.

Public Secondary Education

The standard public secondary school program (*thanawiya*) consists of three years of study culminating in a final external examination administered by the Ministry of Education. Students who pass the examination are awarded the Secondary Certificate/Diploma (*tawjihi*). In addition to the three year program, there are a few vocational programs at this level (which are 2 years or less in length) and a three-year vocational training and apprenticeship program. These short-term programs, which do not lead to the Secondary Certificate/Diploma are discussed in the section on Secondary Level Vocational Training Programs. The three-year secondary programs are discussed under Public Secondary below.

Secondary Specializations or Sections

Until 1979, four specializations (designated as "sections" on certificates/diplomas) were available in the Ministry of Education's three-year secondary (*thanawiya*) program: Arts (formerly referred to as Literary), Commercial, Sciences, and Industrial (also referred to as Technical). In response to Bahrain's manpower needs, a Five-Year Plan for diversification at this level was introduced in 1979-80 with two broad aims:

- to introduce a wider range of vocationally-oriented sections in the three-year secondary program
- to attract students away from the Sciences and Arts toward vocationally-oriented sections.

Table 6 shows a complete list of sections and subsections available in 1983-84.

In 1978-79, prior to the introduction of the Five-Year Plan, 66.1 percent of the male students and 81.3 percent of the female students were enrolled in the Sciences and Arts (Literary) sections combined. By 1983-84, the percentages of male and female students in the Sciences and Arts (Literary) sections had been reduced to 35 percent and 45 percent respectively. The percentages of students in the Commercial and Industrial sections had increased, and there were small percentages of students enrolled in all of the new sections except music and printing (see Table 6 for a complete list of sections).

In order to bring about this redistribution of students among the sections, the Ministry of Education has introduced limits on enrollment in the Sciences and Arts sections. The intermediate schools now offer vocational orientation to assist students in choosing a secondary section. During the final year of intermediate school, students submit their first, second and third choices of

Table 6.—Specializations Offered in the 3-Year Secondary Program, 1983-84.

Section	Sub-section* or Branch
Sciences	Mathematics/Physics
	Chemistry/Biology
Arts (formerly referred to as Literary)	Languages
	Economic and Office Skills
	Home Economics (for girls only)
	Fine Arts
Commercial	Secretarial
	Accounting
	General
Industrial (also referred to as Technical)	Automobile
	Diesel
	Electrical Installations
	Machine Shop
	Radio and TV
	Refrigeration
	Welding
	Wiring
Health Sciences	
Catering	
Textiles	
Agriculture	
Music	
Printing	
Religious Institute	

*Also designated "section" on transcripts.

secondary section to the Ministry of Education. If too many students select the same section, students with the highest marks are given priority. Once admitted to a section, students may only transfer to another section during the first few weeks of the first year.

Secondary Certificate/ Diploma

Upon completion of the third and final year of secondary school, all students sit for a national final examination appropriate to the section studied. An overall mark of 50 percent (based on coursework [15 percent] and the national final examination [85 percent]) is required to receive the Secondary Certificate/Diploma.* This Certificate/ Diploma is commonly referred to in Arabic as the *tawjihi*, regardless of the section involved.

In fact, the actual terminology found on documents varies from section to section.* The final certificates/diplomas from all the sections are officially equivalent. All four of the traditional sections (Arts [Literary], Commerce, Sciences, and Industrial) give access to post-secondary institutions in Bahrain (see section entitled Access to Higher Education). Similarly, graduates of the new Health Sciences section may continue their education at the College of Health Sciences. It is not yet known whether students from the other new sections will actually pursue higher education in Bahrain.

Mode of Instruction

Public schools are segregated by sex. While some schools offer a single secondary program, such as the commercial section, three or four different sections are sometimes offered in a single school.

Textbooks are free. Many of the textbooks were once produced in other Arab countries, but since 1975, there has been a gradual Bahrainization of books and other materials.

The traditional methods of instruction in public secondary schools rely heavily on classroom lectures, book learning by rote, and memorization of facts, equations, and formulas. In recent years, however, innovative approaches to education have been introduced. Some teachers report using new educational methods requiring students to "discover" learning for themselves.

*The term Secondary Certificate/Diploma has been adopted in this report. See Notes to Admissions Officers for further information.

All of the three year secondary programs include required courses in Arabic, English and religious instruction. A few general and/or specialized elective courses were introduced into many of the programs beginning in 1983-84. Also, all of the programs now include 3-5 periods per week in "activities," which may be used for extracurricular activities or remedial work.

Use and Study of English

Arabic is the language of instruction in all public secondary schools. English as a Second Language is included in all secondary programs. Because English is the primary language of commerce and technology in Bahrain, English is used to a greater extent in the commercial and industrial sections than in the other secondary sections (see discussions of commercial and technical programs).

Academic Calendar

The school year generally begins during the first week of October and continues until mid-June. It is divided into two semesters with the second semester beginning in February. School is held six days a week. There are six or seven class periods a day; each period is 40 to 45 minutes in length.

Grading System

The final grade in each subject is expressed in terms of a percentage of marks obtained (see Table 7 for grading scale). The maximum mark in each secondary subject ranges from 20 to 120.

The minimum mark (the mark received to pass) is usually 40 percent of the maximum mark; however, it is 50 percent in Arabic and religious instruction and it may be less than 40 percent in some subjects. The maximum and minimum marks in each subject are shown on certificates/diplomas (see sample documents).

In order to be promoted, students must 1) attain at least 50 percent of the total possible marks, 2) obtain the minimum mark per subject, and 3) attain at least 30 percent on the final examination.

Reexaminations, referred to as supplementary exams, are available to:

- students whose grand totals are sufficient to pass but who fail in one or two individual subjects
- students whose grand total is not passing, but who pass all the individual subjects or who fail one or two subjects

• students who missed all or part of the final examination provided they have not failed more than two subjects during the regular examination period.

Table 7.—Bahrain Secondary School Grading Scale

Overall Percentage	Grade
80-100	Excellent
70-79	Very Good
60-69	Good
50-59	Average
40-49	Below Average
Below 40	Fail

PUBLIC SECONDARY SCHOOL SECTIONS

General Education

General secondary education is the term which formerly referred to the Science and Arts (Literary) sections together. The two sections shared a common curricula during the first year. Beginning with the 1980-81 school year, the Sciences and Arts sections were separated completely and each was further subdivided into sub-sections or branches.

Sciences and Arts sections are still sometimes referred to as general secondary education. The term "general" still appears on Secondary Certificates/Diplomas issued for the Sciences and Arts sections. In 1980-81 there were 5,637 students enrolled in general secondary education.

The Sciences and Arts sections, as well as the other sections in Table 6, are described in alphabetical order in the following paragraphs.

Agriculture Section

The agricultural section was offered for the first time in 1982-83, with only 1.3 percent of the total male secondary enrollment. Reportedly for weaker students, the three-year program includes required courses in Arabic language, biology, chemistry, English, geography and physical education. Mathematics and physics are each studied for two periods per week during the first two years. Although a school offering the Agriculture Section may also offer other secondary sections, such as the Sciences Section, students from different sections are not in class together.

The number of periods per week spent in agricultural courses increases from nine in the first year to 17 in the last year with a course in agricultural costing and marketing introduced for two periods per week during the final year.

Arts Section

In 1980-81, the Arts Section (formerly called Literary) was reorganized to offer four sub-sections or branches: Economic and Office Skills, Fine Arts, Home Economics (for girls only) and Languages in keeping with the government's interest in vocational education, the Arts Section curriculum now includes more practical courses than it did prior to 1980.

The first year of the three-year program is the same for all sections. During the second and third years, six periods of courses related to the sub-section replace the courses in general sciences, mathematics, and probability and statistics or French. In addition to the 34 periods of required subjects each week, students take 3 periods per week in elective courses (fine arts, French, general sciences, home economics, mathematics, music, technical drawing, typing and vocational activities). Students may spend an additional five periods per week in extracurricular activities.

The failure rate for the Arts Section is lower than in the Sciences Section; in 1980-81, 72.2 percent of the male students and 90.5 percent of the female students passed the national final examinations for the Secondary Certificate/Diploma in Arts.

Commercial Section

Bahrain's vibrant service economy has created an increasing demand for commercial education at the secondary level. Between 1978-79 and 1983-84, the percentage of the female secondary students enrolled in the commercial section increased from 18.7 percent to 43.5 percent while the percentage of male students increased from 12.1 percent to 29 percent. In 1980-81, there were 1,678 students (60 classes) enrolled in the commercial section. Many of the students in the commercial section are already employed part-time after school.

There are three sub-sections or branches in the three-year commercial program: Accounting, General, and Secretarial. Better students reportedly choose the Secretarial or Accounting sub-sections while students with low marks in English and/or secretarial subjects enroll in General sub-section.

Table 8.—Basic Required Curriculum for Commercial Secondary Section, 1983-84.

Subjects	1st Year	2nd Year	3rd Year		
			General Branch	Secretarial Branch	Accounting Branch
Religious Education	2	2	2	2	2
Arabic Language	6	5	5	5	5
English Language	8	8	6	6	6
Arabic Typing	4	3	4	4	—
English Typing	—	4	3	4	—
Economics	—	—	2	2	2
Labour Law and Commercial Law	—	—	1	1	1
Bank Accounting	—	—	—	—	4
Secretarial Practice in English	—	—	—	4	—
Secretarial Practice in Arabic	—	—	2	—	—
English for special purposes	—	—	—	3	3
Financial Mathematics	—	—	3	1	3
Accounting in English	—	2	—	—	4
Accounting in Arabic	—	—	4	—	2
Physical Education	2	2	2	2	2
Total	22	26	34	34	34

In addition to the basic required curriculum shown in Table 8, students take one of the following sets of required courses during the first year: elementary commerce, financial mathematics, and social subjects or accounting and bookkeeping, applied secretary, and general science (12 periods per week). The same subjects, except elementary commerce and general science, are continued in the second year (8 periods per week).

Two periods per week during the second and third years are devoted to one of the following commercial electives: accounting and costing, commerce government accounting, insurance, salesmanship, shorthand, storekeeping and purchasing, and travel agency. Students also take one of the following general elective courses for three periods per week during all three years: art education, French, home economics, mathematics, music, and social subjects. Three to five periods per week are spent in extracurricular activities or remedial work, bringing the total number of periods per week to 42.

Many of the commercial texts are written in English. Some courses, such as secretarial practice and accounting, are taught in English, with explanations in Arabic as necessary.

In 1980-81, 68.8 percent of the male students in the commercial sections and 86.5 percent of the female students passed the national final examinations for the Secondary Certificate/Diploma.

Health Sciences Section

The secondary Health Sciences (Nursing) Section was initiated in 1980 in response to the ever increasing need for nurses in Bahrain. The three-year health sciences program replaced the Practical Nurse program offered by the College of Health Sciences (see section on Secondary Level Vocational Training Programs for a description of the Practical Nurse program).

The new program combines courses from the former Practical Nurse program with general secondary education courses. Thus, at the end of the program, students take the national final examinations for the Secondary Certificate/Diploma. Students who successfully complete the program also receive certification as a Practical Nurse.

It is hoped that this program will attract more students to the study of nursing. The first class of 61 female students enrolled in 1980-81. The first graduates are expected in 1983-84.

During the three-year secondary nursing program, classes are taken both at a secondary school and at the College of Health Sciences. General education courses are the responsibility of the Ministry of Education. All other courses are under the College of Health Sciences (see Table 9 for complete curriculum).

Table 9.—Curriculum for Secondary Health Sciences Section, 1983-84

Subjects	Classes per week		
	1st Yr	2nd Yr	3rd Yr
Religious Education	2	2	2
Arabic Language	7	5	4
English Language	8	8	5
Humanities (Sociology & Psychology)	4	—	—
Mathematics	2	2	—
Physics	2	—	—
Chemistry	2	—	—
Biology	2	—	—
Physical Education	2	2	2
Health Sciences & Nursing*	6	18	24
Total	37	37	37

*These courses are provided by the College of Health Sciences.

During the first year of the program, instructors from the College of Health Sciences go to the secondary school to teach six periods per week. The subjects covered include: basic anatomy and physiology I, basic first aid, nursing studies I, nutrition, and personal and communal health.

In the second year, students spend three days per week at the secondary school and go to the College three days (18 periods). At the College, students study basic anatomy and physiology II, basic microbiology, nursing studies II (growth and development, health maintenance program, nutrition), and nursing studies III (basic nursing intervention, disease cause and effect practicum, nursing assessment).

In the third year, students spend 2 days at the secondary school and 4 days (24 periods) at the College. Subjects covered include consolidation of nursing practice, nursing studies IV (hospitalized patient, nursing the ill patient, psychological factors in health and illness, selected physical problems), and nursing studies V (health instruction).

Graduates are admitted directly into any of the Associate Degree programs offered at the College of Health Sciences, bypassing the orientation semester required of all other beginning students (see College of Health Sciences).

Hotel and Catering Section

The Hotel and Catering Section is a new option offered by the Ministry of Education in collaboration with the Hotel and Catering Training Centre. The first students enrolled in this section in 1982-83. Available for both male and female students, the Hotel and Catering Section curriculum combines general secondary education courses with courses in food production, food and beverage service, and front office/housekeeping.

Students in this section attend a public secondary school for part of the day and the Hotel and Catering Training Centre for the rest of the day. During the first year, students study the following subjects (a total of 26 periods a week) at the secondary school: Arabic (5), bookkeeping (3), English (5), French (3), humanities (2), mathematics (2), physical education (1), religious instruction (2) and typing (3). Fourteen periods are spent at the Hotel and Catering Training Centre. During the second and third years, the courses in mathematics, typing, bookkeeping and humanities are discontinued and time spent at the Hotel and Catering Training Centre is increased to 21 periods per week.

The secondary program at the Hotel and Catering Centre uses the same syllabus as three of the modules taught to the Centre's postsecondary students. These modules, in food and beverage services, food production, and front office/housekeeping, are each completed in one semester in the postsecondary program. At the secondary level, the content is covered over the three years of the program. Only the module in introductory management studies is not covered at the secondary level (see institutional description for the Hotel and Catering Training Centre).

The Center operates its own restaurant and students are able to participate in food service and preparation. French and English are emphasized. In addition to courses in French and English language, French is used in food service and preparation classes; English, in hotel front office courses.

Industrial Section

The three-year industrial (also referred to as technical) secondary program, which is only open to male students, combines general education courses and practical courses. It prepares students for direct employment or for further education at post-secondary institutions, such as Gulf Polytechnic.

Table 6 shows the specializations or branches offered. The program in auto mechanics is further subdivided into specializations in auto electrical and vehicle work during the final year of the program.

Two-year programs with a larger practical component and a smaller general education component are sometimes offered in the same secondary schools as the three-year programs. The two-year programs are described in the section on Secondary Level Vocational Training Programs.

The curriculum for the three-year program is shown in Table 10. Three days a week; i.e., half of the program, is spent in workshop. During the first year, the workshop is in either electricity or mechanics. During the second and third years, the workshop is devoted to one of the specific industrial specializations or sub-sections. The technology course covers the theoretical background appropriate to the sub-section; for example, in the electricity section, the technology course covers basic electronics and electrical principles.

Table 10.—Curriculum for Industrial Secondary Section, 1983-84.

Subject	Classes per week		
	1st yr	2nd yr	3rd yr
English Language	5	5	5
Mathematics	4	3	3
Technology	4	4	4
Sciences	3	3	3
Arabic Language & Islamic Religion	2	—	—
Machine Drawing	2	3	3
Physical Education	1	1	1
Applied Mechanics	—	2	2
Workshop	21	21	21
Total	42	42	42

As at Gulf Polytechnic, the curriculum has been influenced by the British system of technical education. Parts of the program are based on syllabi designed for City and Guilds of London Institute. The English language is used along with Arabic in the technology course and in the workshop. Capable students are encouraged to take one or more of the several external examinations available in Bahrain, including the City and Guilds of London Institute Examinations in subjects such as Radio, Television, and Servicing I; the Pittman's English Proficiency Examination; and, the Royal Society of Arts Examinations in English.

In 1980-81, 95.3 percent of the industrial secondary students passed the national final examinations for the Secondary Certificate/Diploma.

Music Section

No students have enrolled in this section, which was introduced in 1983-84. The three year program includes courses in Arabic language, English, physical education, religious instruction and social sciences. Mathematics and General Science (2 periods each per week) are required during the first year of the program only. The remaining periods each week (13 in the first year and 16 in the second and third years) are spent in music education.

Printing Section

No students have enrolled in this section, which was introduced in 1983-84. In addition to courses in Arabic language, English and religious instruction, the three-year program includes one year of biology (2 periods per week), three years of chemistry (2-3 periods per week), two years of mathematics (2), three years of physical education (2), two years of social sciences (2), and three years of typing (2). The printing component of the curriculum, which includes design and lettering, photography, printing preparations, and theory and practice of printing, increases from 11 periods in the first year to 20 in the third year.

Religious Institute

The Religious Institute offers an 8-year program of study beginning after the third year of primary school (after primary school, the intermediate cycle is only two years in length). Open only to male students, there were 20 students enrolled at the secondary level in 1980-81. The three-year secondary program is not considered to be one of the secondary sections. Nonetheless, students finishing the secondary program at the Religious Institute take a national final examination for the Secondary Certificate/Diploma.

Although the curriculum was unavailable at the time of publication of this report, the program is reportedly based on that of the Al-Azhar school system in Egypt (see *The Admission and Academic Placement of Students from Selected Arab Countries: Egypt, Jordan, Saudi Arabia, Kuwait.* AACRAO, 1975, p. 23).

Sciences Section

The Sciences Section is the three-year secondary program which has traditionally prepared students for higher education abroad. This program

requires more chemistry, physics, and mathematics than the other secondary programs. The mathematics course includes calculus in the final year. Since 1980, the chemistry courses use English symbols.

In 1980-81, the Sciences Section was divided into two sub-sections or branches (designated as "section" on certificates): Mathematics/Physics and Chemistry/Biology. Although students enter one of the two sub-sections at the beginning of the first year of the program, the two programs do not actually differentiate until the second year, in which there are five periods per week of courses unique to the subsection (see Table 11 for required subjects).

Table 11.—Curriculum for Secondary Sciences Section, 1983-84.

Subject	Class Periods Per Week		
	1st Year	2nd Year	3rd Year
Courses common to both subsections			
Islamic Religion	2	2	2
Arabic Language & Literature	7	5	5
English Language	9	8	7
Mathematics	6	6	6
Physics	2	2	2
Chemistry	2	2	2
Social Studies & Culture	2	—	—
Physical Education	2	2	2
Biology	2	2	2
Elective/Activities	6	6	6
Total	40	35	34
Science subsections			
Mathematics/Physics			
Mathematics	—	2	3
Physics	—	3	3
Chemistry/Biology			
Chemistry	—	3	3
Biology	—	2	3
Total Hours per Week	40	40	40

In addition to the 34 periods per week of required subjects, there are six periods of electives. For 3 of those periods, students choose one of the following subjects: fine arts, French, home economics, music, social subjects, typing or vocational activities. The remaining periods are spent in "activities." The activities period may be devoted to extra-curricular activities, such as Chemistry Club, or to remedial work.

In 1980-81, only 59.8 percent of the male students and 75.1 percent of the female students passed the national final examinations for the Secondary Certificate/Diploma.

Textiles Section

The three-year secondary program in textiles was introduced in 1983-84 to broaden the vocational options available to female students at this level. Sixteen to seventeen periods per week are spent in Arabic language, English, physical education, religion, and social sciences. Mathematics is studied for two periods per week during the first year only. Students also choose one of the following general electives for three periods per week: fine arts, French, home economics, music or typing. The remainder of the program is devoted to sewing classes, technical drawing, and textiles.

Reportedly for academically weaker students, the textiles section may be offered in the same secondary schools as other sections, such as Arts or Commercial; however, students from different sections are never in class together.

PRIVATE SECONDARY SCHOOLS

Private secondary schools in Bahrain exist primarily to provide education for children of expatriates working in the country. The programs of study offered, the grading scale followed, and the language of instruction used are those of the home country.

Bahrain School is an American school located in Manama. Comprised of grades K-12, it was created to educate American children who are dependents of government employees in the Gulf countries, but nationals from nearly fifty countries attend. The principal sources of financial support for the school come from the U.S. Department of Defense (DOD), tuition from students, and donations.

Bahrain School offers both an American-type curriculum and a modified British-type curriculum; all courses, except Arabic, are taught in English. Its American program is accredited by the North Central Association of Colleges and Schools. In this

program, grades of A-F are used, but grading is strict; a student in the middle of the class would carry a "middle C" average. The Bahrain Ministry of Education has certified that the diploma presented to graduates of the American program is equivalent to the Bahrain Secondary Certificate/Diploma.

The British-type curriculum offered at Bahrain School consists of two examination paths: (1) the General Certificate of Education (GCE) at the Ordinary Level as set by the University of London and (2) the Certificate of Secondary Education (CSE) approved by the Southern Regional Board in Great Britain. After attaining the GCE Ordinary Level Certificate, most students go to the United Kingdom to continue their studies.

Sacred Heart School is a Roman Catholic mission school providing education for students from age 4 to 16. Its first priority is to help the poor; therefore, many students pay little or no tuition. Although it is affiliated with the Roman Catholic Church, Sacred Heart School is open to pupils of all nationalities and faiths. By an agreement with the Bahrain Ministry of Education, 25 percent of the students are nationals of Bahrain. Admission of each student is based on an interview and the student's proficiency in English.

Following the British educational system, Sacred Heart School offers an eleven-year program up to the GCE Ordinary Level Examinations. Students who successfully complete the program receive a School Leaving Certificate in addition to any "O" Level Certificates they may have earned. Students who wish to study for the "A" (advanced) Level Examinations usually go to the United Kingdom or India. Graduates of the Sacred Heart School who wish to pursue higher education in the United States sometimes transfer to the Bahrain School to earn a high school diploma. However, the tuition at the Bahrain School is prohibitive for many Sacred Heart students. Furthermore, because of differences in courses required in the American and British systems, completion of the American curriculum at the Bahrain School often requires an additional two years of study.

Indian School has one campus in Manama and one campus in Isa Town. The language of instruction is English except that Hindi is a required subject and Arabic is offered for Arabic students. Students follow a program of study common to that in India. Upon the successful completion of grade 10, students are awarded the All India Secondary School Certificate. Holders of this certificate may continue their studies at the Indian School for an additional two years leading to the All Indian Senior School Certificate (or Intermediate Science or Intermediate Arts Certificate).

Urdu School and Pakistan School follow the educational program common to Pakistan. Both schools offer courses leading to the intermediate level examinations. At Urdu School, instruction is in English except that Urdu is a required course and Arabic is offered for Arabic students. At Pakistan School, one section is taught in Urdu and one section in English.

The Iranian School offers the standard Iranian secondary program.

SECONDARY LEVEL VOCATIONAL TRAINING PROGRAMS

Some of the secondary and postsecondary institutions in Bahrain offer short-term vocational training programs in addition to their regular offerings. Often, the decision to offer such programs depends on the demand for them; thus the actual programs offered may change from time to time. In the following sections, some of the short-term programs offered by the College of Health Sciences and the Gulf Polytechnic are described. Also described are the two-year programs offered in the Ministry of Education's Industrial Secondary School system.

The only public school founded specifically to offer non-academic vocational training at the secondary level is the National Vocational Training Centre. The programs offered in this centre are discussed in the following sections.

College of Health Sciences

The College of Health Sciences currently offers two short-term programs that do not require the completion of secondary school to enter: the Maternal and Childcare Health Program and the Medical Equipment Vocational Program. Before the new Health Sciences (Nursing) Section was implemented in 1980, the College offered an eighteen-month program leading to certification as a Practical Nurse.* See the discussion of the Health Sciences (Nursing) Section for a description of the new program.

*Prior to the establishment of the College in 1976, the Practical Nurse program was offered by the Yusof Kanoo School of Nursing which had been in existence since 1959.

The Maternal and Childcare Health Program is a two-semester program providing further training for graduates of the pre-1980 Practical Nurse program. Students who successfully complete the program receive a Maternal and Childcare Health Certificate and are qualified to become assistants to community health nurses and nurse midwives.

The Medical Equipment Maintenance Vocational program is a one-year training program for students who have completed intermediate school and have experience as medical equipment operators. Students who successfully complete the program receive a certificate.

Gulf Polytechnic

Although Gulf Polytechnic is primarily a post-secondary institution, it has offered programs which did not require the completion of secondary school for entry. These programs, which were offered in response to industrial or commercial needs, existed mainly under the Gulf Technical College system and have largely been phased out (see Gulf Polytechnic institutional description for a discussion of the development of that institution).

For example, under Gulf Polytechnic's former system of instruction, the Department of Mechanical, Electrical and Civil Engineering offered the following secondary level programs:

- a one-year course in mathematics leading to the British 'A' (advanced) level certificate;
- an "industrial studies" course in electrical, fabrication, instrumentation, mechanical, or welding. Each course was three terms in length and could be completed over a three-year period at one term per year (for academic calendar, see "former system" under Gulf Polytechnic institutional description). Certificates of completion were awarded by Gulf Technical College (now known as Gulf Polytechnic).
- "Modular course" in engineering drawing, engineering sciences, mathematics, or physics/chemistry. Students studied one module or subject each term. Certificates of completion were awarded by Gulf Technical College, but students could also sit for British '0' (ordinary) level examinations.

Industrial Secondary Schools

In addition to their three-year programs of study, which were discussed under the secondary school Industrial Section, these schools also offer two-year programs in auto body repair and carpentry. Students spend 32 periods per week in class, 24 of which are in technical workshop. Other courses studied during the first year of the program include Arabic and religious instruction (1 period per week), English (3), physical education (1), technical and engineering drawing (3), technical basic science (3), and technical mathematics (1). The course in Arabic and religious instruction is not included in the second year curriculum; rather an additional period each week is spent in technical and engineering drawing.

These two-year programs do not culminate in a national final examination. Students who successfully complete the program receive a certificate awarded by the Ministry of Education. Since these students are not expected to seek further education abroad, an English translation of the certificate was unavailable at the time of publication of this report.

Since these programs are offered in response to demand, the two-year option may sometimes be available in fields of study other than auto body repair and carpentry.

National Vocational Training Centre

Set apart from the secondary school academic programs is the Apprenticeship Training Programme established in 1981 and designed to help Bahrain attain self-sufficiency in skilled craftsmen as quickly as possible. The Directorate of Manpower Development within the Ministry of Labour and Social Affairs has the responsibility for the planning, implementation, supervision, and inspection of the program. Although a trainee's "on-the-job" training generally takes place in an establishment in the private sector, the facility located in Isa Town is specifically referred to as the National Vocational Training Centre.

To enter the Apprenticeship Training Programme, a trainee must be fourteen to eighteen years of age and possess an Intermediate Certificate.

The training programs afford trainees the time and opportunity to acquire the knowledge as well as the practical and social skills required of a specific occupation, such as carpentry, clerical work, electrical maintenance and repair, or plumbing. Approximately 50 percent of the training consists of workshop practice, 20 percent related theory, and 30 percent academic subjects comprising mathematics, science, and communication skills.

Each training program is of three years' duration, including one year of "off-the-job" training at a Training Centre followed by two years of "on/off-

the-job" training within establishments. The first year is divided into three periods: the first period, lasting 12 weeks, is an introductory course; the second period, lasting 32 weeks, consists of a basic course and an industrial orientation; and the third period, lasting 4 weeks, is a working period of controlled experience at an establishment. The second and third years are periods of "on/off-the-job" training with two days a week of release time to take courses at the Training Centre.

Tests are given annually. Towards the end of the basic training period of the first year, the apprentice undergoes proficiency tests which include practical tasks and written papers on related theory along with academic subjects. Successful trainees are then issued the Interim Certificate of basic training. A "qualifying examination" is taken after two years of training and the "trade certificate examination" is taken upon completion of the three-year program. Upon successfully completing the entire program, trainees are issued a National Craftsman's Certificate, which is a certificate of competency (Craftsman I).

HIGHER EDUCATION

Overview

Higher education in Bahrain, non-existent twenty years ago, has already undergone tremendous expansion and change. Between 1966 and 1980, higher education was limited to specialized institutions offering programs in only a few fields of study. These specialized institutions (including the College of Health Sciences, the Gulf Technical College, the Hotel and Catering Training Centre, and the Teacher Training Institutes), offered programs of three years or less duration which led to certificates or diplomas rather than to bachelors degrees.

The beginning of the 1980's marked the transition to longer and more general higher education programs in Bahrain.

- In 1980, The University College of Arts, Science and Education, which evolved from and replaced the two Teacher Training Institutes, became the first institution in Bahrain to offer programs of study leading to bachelors degrees.
- In 1981, Gulf Technical College became Gulf Polytechnic, offering bachelors degrees in engineering and business administration.
- A new institution, Arabian Gulf University, is scheduled to open its Faculty of Medicine in 1985.

All of the post-secondary institutions in Bahrain are public institutions, with financial support not only from Bahrain but also from other Arab nations. Most institutions charge a nominal tuition fee; however, students at the College of Health Sciences receive a monthly stipend.

Access to Higher Education

Until the 1970's, relatively few Bahraini's pursued higher education. Secondary school graduates who did continue their studies have traditionally gone abroad for higher education (the first students to study abroad were eight male students sent to Lebanon in 1928).

Recently, however, more and more Bahraini students are seeking higher education, both in Bahrain and abroad. In 1975, there were an estimated 700 students enrolled in post-secondary programs in Bahrain while 1,200 students were studying in other countries, including Kuwait, Saudi Arabia and the United States. By 1980-81, these figures had risen to an estimated 1,000 and 2,600 students, respectively. One implication of the growing number of students pursuing higher education is the need to coordinate the fields of study they choose with labor needs, not only in Bahrain, but in the entire Gulf area.

The Secondary Certificate/Diploma is the basic entry requirement for postsecondary programs in Bahrain. Students from the Sciences Section have access to the widest range of post-secondary programs. Students from other sections are expected to choose a post-secondary field of study related to their secondary section. For example, students from the Industrial Section of secondary school who pursue higher education often enroll at Gulf Polytechnic.

This streaming is not rigid, however, and students from all four of the traditional sections (Arts [Literary], Commercial, Industrial, and Sciences) have entered almost every post-secondary field offered in Bahrain. Students from the Religious Institute reportedly prefer to pursue further studies in religious institutions such as the Al-Azhar University in Egypt. It remains to be seen which of the post-secondary fields of study graduates of the new secondary sections will be eligible to enter.

Use and Study of English

English is used to an even greater extent at the post-secondary level than at the secondary level in

Bahrain. English is the official language of instruction at the College of Health Sciences, the Hotel and Catering Training Centre, and at Gulf Polytechnic. Both Arabic and English are used at the University College of Arts, Science, and Education.

All the institutions mentioned above, except the Hotel and Catering Training Centre, require non-credit orientation courses in English of all students who need it (see institutional descriptions for more information on the orientation programs).

Programs of Study

Post-secondary education in Bahrain has been influenced not only by the educational systems of the United States and the United Kingdom, but also by institutions in other Arab countries. For example, the curriculum of the Teacher Training Institute for Men was modeled after that of the Ramallah Teacher Training College in Jordan, which had in turn been influenced by the American type curriculum of the Beirut College for Women. Gulf Polytechnic, on the other hand, originally offered more of a British curriculum, with external examinations provided through the Royal Society of Arts and the City and Guilds of London Institute.

In recent years, the trend has been away from highly specialized short programs toward longer and more general post-secondary programs. In some cases, the specialized programs still exist alongside more general programs (see description of Gulf Polytechnic). Both Gulf Polytechnic and the University College of Arts, Science, and Education offer U.S.-type bachelors degrees. Both of these institutions, as well as the College of Health Sciences, operate on a semester system. Courses are assigned a credit value, and the standard four point (A = 4, B = 3, C = 2, D = 1, F = 0) grading scale is used.

INSTITUTIONAL DESCRIPTIONS

Arabian Gulf University

Address: P. O. Box 26809
Manama, Bahrain

The University will be located at three sites in Bahrain. The College of Medicine is being built next to the Sulmaniyah Hospital and Medical Center. The main campus of the university is to be in the Sakhir area on the road from Awali to Zalaq. A Marine Science Center is also planned, to be located on the island's west coast at Ras Nawmah.

Background: The Arabian Gulf University, also referred to as Gulf University, is a joint effort by Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates. The College of Medicine is presently under construction. At this point, a temporary advisory board is functioning and holding frequent meetings to establish the academic criteria and to select the faculty.

Plans call for the Arabian Gulf University to be a regional university, offering programs of study which complement those already available in the participating countries. Emphasis will be placed on fields of study relevant to regional needs. However, innovative approaches to fields of study already available may be instituted (see Medical Program, below).

The College of Medicine and Medical Sciences will be completed first, with Colleges of Education and of Science to be established when Sakhir campus is completed. In the College of Education, university planners foresee an emphasis on such areas as the education of the handicapped and of gifted children, among others. The College of Sciences will concentrate on such fields as arid zone studies and marine sciences. Eventually, the emphasis will be on graduate studies and research.

Medical Program: The first program to be offered by the Arabian Gulf University is a seven-year medical program, requiring secondary school completion for entry. The program will consist of: two years of pre-medical studies, two years of pre-clinical, and three years of clinical studies (a total of seven years). Because the medical school is still under construction, 96 students are currently enrolled at the University College of Arts, Science, and Education in the two-year pre-medical phase of the medical program. By 1984-85, the College of Medicine and Medical Sciences should be ready to accept its first students into the third year of the seven-year program.

The medical program will reportedly use a tutorial approach to instruction. Students will have patient contact from the beginning of the program and the curriculum will be problem centered and community oriented. Instruction will be in Arabic and English.

College of Health Sciences

Address: P. O. Box 12
Bahrain

Background: Established in 1976 by the Ministry of Health to replace the Yousef Kanoo School of Nursing (see section on Secondary Level Vocational Training programs). The College of Health Sciences is governed by a Board of Education

responsible for overall guidance and planning. Officials from the Ministries of Health and Education and representatives from higher educational institutions in Bahrain comprise the Board membership.

The American University of Beirut (AUB) has played an advisory role since the College's beginnings and continues to have a close working relationship with the College. The Ministry of Health initiated a proposal in 1981 with AUB whereby associate degree graduates of the College receive transfer credit in AUB's B.S. program. The College has also worked closely with the Center for Educational Development, University of Illinois, Chicago.

The College is coeducational and women are admitted to all programs. All students receive a monthly stipend to encourage them to remain in school rather than to accept early employment.

Location: Downtown Manama; part of the Sulmaniyah Medical Center complex.

Grading Scale: The United States 4.0 system: A(4), B(3), C(2), D(1), F(0).

Calendar: Semester system. Semesters are generally four months in length, beginning in October and February. Two short sessions are offered in the summer term.

Language of Instruction: English.

Departments: English Department, Integrated Sciences Division, Allied Health Programs Division, Nursing Division, Educational Development and Learning Resource Center.

Admission Requirements: The Secondary Certificate/Diploma with a percentage of 60 and completion of an orientation semester are required to enter the associate degree program. Graduates of the secondary Health Sciences Section are exempt from the orientation semester.

The orientation semester includes English courses, as well as mathematics and basic science courses taught in English. Orientation courses appear on transcripts, but no grades are posted.

An Associate Degree plus one year of experience are required to enter the Diploma programs.

Note: In addition to the post-secondary programs described here, the College of Health Sciences also offers a few programs which permit holders of the Intermediate Certificate to enter (see general secondary education for a description of the new secondary Health Sciences Section, and secondary vocational training for descriptions of the Maternal and Childcare Health Program, Medical Equipment Maintenance Vocational Program and Practical Nurse Program).

Degrees and Certificates: Diploma/three semesters/community health nursing, health science education, nurse-midwife, psychiatric nursing.

Associate Degree/two years/nursing, health sciences (with specializations in diagnostic radiography technician, medical laboratory, medical secretary, pharmacy technician, public health inspector, or sports medicine technician).

Table 12 shows the courses required for the Associate Degree in Nursing. During most of the first year of the Associate Degree program in Health

Table 12.—Associate Degree Program in Nursing, College of Health Sciences, 1984-84.

Orientation Courses		
GSM 91	Mathematics	0 cr.
GSM 93	Physics	0 cr.
GSM 92	Chemistry	0 cr.
LFS 96	Biology	0 cr.*
ENG 100	English	0 cr.*
College Required Courses		
SBS 100	Behavioural Science	3 cr.
GSM 102	Chemistry	3 cr.
	English	3 cr.
	Non-Nursing elective	3 cr.
Prerequisite Courses		
LFS 111-113	Anatomy & Physiology	6 cr.
LFS 136	Microbiology	3 cr.
LFS 121	First Aid	2 cr.*
LFS 148	Nutrition	1 cr.*
LFS 151	Personal & Communal Health	2 cr.*
Professional Courses		
GNG 200	Fundamentals of Nursing I	7 cr.*
GNG 201	Fundamentals of Nursing II	5 cr.*
GNG 202	Fundamental of Nursing III	8 cr.*
GNG 203	Health Promotion	3 cr.*
GNG 204	Mental Health	1 cr.*
PHA 102	Introduction to Pharmacology	2 cr.
GNG 205	Basic Concepts in Nursing	4 cr.
GNG 206	Clinical Nursing Oxygen Transport Problems	6 cr.
GNG 207	Clinical Nursing Sensorimotor Problems	6 cr.
GNG 208	Clinical Nursing Nutrition & elimination problems	6 cr.
GNG 209	Community Nursing	6 cr.
GNG 210	Maternal & Child Health Nursing	4 cr.
GNG 211	Interpersonal Relations & Behavior	4 cr
GNG 212	Professional Issues	1 cr.
GNG 213	Introduction to Management	1 cr.
GNG 214	Consolidation of Nursing Practice	3 cr.

*Holders of the Secondary School Certificate/Diploma (Health Sciences Section) are given exemption from these courses.

Sciences, the students follow a core curriculum which includes English, science, mathematics, and life sciences. During the second year, the students choose one of six specializations (see above).

The Diploma in Health Science Education program is designed to enhance the teaching ability and program planning skills of teachers in the Nursing and Allied Health Sciences programs.

The Diploma program includes courses in English language and educational methodology as well as additional clinical training.

Gulf Polytechnic

Address: P. O. Box 32038
Isa Town
Bahrain

Background: Gulf Polytechnic was founded as Gulf Technical College in 1968 with assistance from the United Kingdom and Abu Dhabi. It acquired its current name in 1980. It was the first co-educational institution in Bahrain. In addition to students from Bahrain, the current enrollment consists of students from several Arab countries and India and Pakistan.

When called Gulf Technical College, its programs of study were patterned after British programs, such as those offered by City and Guilds of London Institute. Beginning with the 1981-82 academic year, Gulf Polytechnic began a gradual shift away from British-based technical programs toward bachelors degree programs patterned after those offered in the United States. At the same time, the institution maintains its commitment to short-term specialized programs. For every one student in a bachelors degree program, officials hope to have three or four students enrolled in certificate or diploma programs.

Because the programs offered currently are so different from the former programs, they are discussed separately below. However, it must be emphasized that the phasing out of the programs offered under the former system has been a gradual one, so it is not possible to specify an exact date when each program was discontinued. In many cases, students were transferred from former system programs to current system programs. Credit received for such transfer is indicated on transcripts (see sample document).

Enrollment: In 1983-84, there were approximately 1,200 full-time students and 1,150 part-time students.

Language of Instruction: English.

Library: 12,000 volumes.

Admissions Requirements: The Secondary Certificate/Diploma with no less than 60 percent is required for admission to the orientation year. Successful completion of the orientation year is required to enter most programs (see departmental descriptions below). In 1983-84, students from the Arts (Literary), Commercial, and Scientific Sections were accepted into the orientation for the Department of Business Studies; and students from Industrial and Scientific Sections were accepted into the orientation for the Department of Engineering. The orientation year is designed to ease the transition from secondary school courses, most of which are taught in Arabic, to the courses offered at Gulf Polytechnic, where the language of instruction is English.

Current System
(Gulf Polytechnic)

Calendar: The academic year consists of two semesters of sixteen weeks each beginning in October and February.

Departments: English Language Unit, Department of Business Studies, Department of Engineering.

Degrees and Certificates: Degrees and certificates offered are listed in the department descriptions below. In accordance with the institution's mandate to offer short-term training, many continuing education programs leading to certificates of attendance are also offered.

Grading: As in the United States, each letter grade (see below) is given a point value (from four points for an 'A' to zero for an 'F'). Courses are assigned a credit value (often three credits per course). Semester and cumulative grade point averages are computed and appear on transcripts.

A (90-100)	Excellent	Other abbreviations used include:
B (80-89)	Good	I Incomplete
C (70-79)	Fair	IF Incomplete Failed
D (60-69)	Weak	W Withdrew
F (below 59)	Failing	P Pass
		X No grade reported

Engineering Department

B.Sc./4 years/chemical engineering, civil engineering, computer science, electrical engineering, mechanical engineering; Associate Engineering Program/first two years of B.S. program; Diploma in Technical Studies/2 years/air conditioning and refrigeration, building, chemical engineering, civil engineering, computer science, electrical and

telecommunications, electrical power engineering, instrumentation and control engineering, land surveying, mechanical engineering; Technicians Certificate*/part-time short-term courses/mechanical, electrical, construction.

*Some of the certificate courses may transfer into the Diploma in Technical Studies Program.

In order to enter any of the programs listed above, students must complete or receive credit by examination for the orientation year. Generally, students with better orientation year results are encouraged to enter the Bachelor of Science program.

In addition to the Bachelor of Science degree program, the Engineering Department offers two Diploma programs (see Table 15). The Associate Engineering Diploma program consists of the first two years of the Bachelors degree program. This diploma exists to provide certification for students who withdraw from the Bachelors degree program after two years. Students in the Bachelors degree program whose grade point average at the end of two years is 1.6 are required to withdraw from the Bachelors degree program but are awarded the Associate Engineering Diploma.

The Diploma in Technical Studies**, on the other hand, is not part of the Bachelor of Science program. It is a separate program in engineering technology, more specialized than the first two years of the Bachelors degree program. For example, in the first semester of the Diploma in Technical Studies program in Mechanical Engineering, full-time students take Drawing I, Engineering Materials, Engineering Mechanics, English I, Manufacturing Processes I, and Mathematics I. In the Bachelors program in Mechanical Engineering, on the other hand, the courses taken during the first semester are: Calculus I, Chemistry I, Engineering Graphics, English I and Physics I.

Furthermore, the mathematics and English courses required in the Diploma program are more applied than those required in the B.Sc. program. The English courses in the Diploma courses emphasize technical English while those in the B.Sc. program cover expository writing and composition (see Tables 13 and 14 for the complete mathematics sequence and course description for both the Diploma in Technical Studies and Bachelor of Science). Note that in the course descriptions and on transcripts, Diploma courses are designated with the letter 'D' prior to the course number.

**Also referred to in catalogs and on transcripts as simply "Diploma".

Table 13.—Mathematics Course Descriptions (Gulf Polytechnic Bachelor of Science Program)

MATH 101 Calculus I: Functions of one variable, limits and continuity, differentiation, the mean-value theorem and applications. Definite integral and the fundamental theorem of calculus. Prerequisite: One year preparatory mathematics or its equivalent.

MATH 102 Calculus II: The logarithmic, exponential and trigenometric functions. Techniques of integration (e.g., partial fractions, substitutions, integration by parts). Applications of the definite integral to volumes, areas, arc lengths, surface of revolution. Improper integrals, L'Hospital's rule. Prerequisite: MATH 101

MATH 201 Calculus III: Euclidean vector spaces, sequences, infinite series, Taylor's series. Differentiation of functions of several variables, vector-valued functions. Taylor's theorem for functions of two variables and max-min problems. Multi-variable integration. Prerequisite: MATH 102

MATH 202 Elements of Differential Equations: First order and first degree equations. The homogenous differential equation with constant coefficients. The methods of undermined coefficients. Reduction of order and variation of parameters. The Cauchy-Euler equation. Systems of linear differential equations. Applications. Prerequisite: MATH 201

MATH 280 Introduction to Linear Algebra: Vector spaces, Subspaces. Linear independence. Dimensions. Vector norms. The Gram-Schmidt orthogonalization process. Linear transformations. Matrices. Determinants. Application to solutions of systems of linear equations including generalized inverses. Prerequisite: MATH 201

Table 14.—Mathematics Course Descriptions (Gulf Polytechnic Diploma in Technical Studies Program)

T 101: Basic arithmetic, indices and standard form, calculations, introduction to algebra, simple equations, simultaneous equations, evaluation/transposition of formulae, direct/inverse proportion. Straight line graphs. Introduction to quadratics.

T 102: Geometry (angles, triangles, pythagoras, congruence, similarity, circle). Mensuration (plane figures, regular solids, areas/volumes, similar shapes). Trigonometry (sin, cos, tan; ratios of 30°, 45°, 60°; elevation/depression, sine/cosine rule). Introduction to statistics (presentation of data). Evaluation/transposition to formulae. Indices and logarithms (laws, indicial equations).

(continued)

Table 14.—*(continued)*

D 101 (T 201 and T 202): Quadratic equations, straight line graphs, graphical solution of equations, linear form of $y = ax^n$, exponential growth and decay, curve sketching (more linear laws), second order matrices and determinants, simultaneous equations, the circle (radian, area of sector), six trig. Ratios of any angle, simple trig. Identities. Graphs of sin, cos, tan. Solution of triangles (sin/cos rule, area of triangle), three dimension problems, areas and volumes (pyramid, cone, sphere, frustrum, composite figures). Irregular areas and volumes (trapeziom, mid-ordinate, Simpson rules). Further areas and volumes (prismoidal rule, pappus), mensuration assignments (collection of more involved problems), introduction to differentiation. Differentiation of algebraic and trigonometric functions (max and min), introduction to integration (as opposite to differentiation/area under curve).

D 102 (T 301, 302): Statistics (mean, mode, median, quartile, decile, percentile), standard deviation (grouped and ungrouped data), trigonometry (scalene triangle, three dimension triangulation, phasors, sine wave, vectors, sum/products), binomial expansion, exponentials, naperianlogs, (log-log, log-linear graphs), methods of differentiation (product, quotient) applications of differentiation (velocity acceleration, max, min), methods of integration (indefinite, definite, substitution), integration for area, volume (solids of revolution), integration for centroids, second moments of area, differential equations (dy [dx] - f (x) and dQ [dt] = kQ), probability, binomial and poisson distributions, the normal probability distribution.

D 201: Iterative methods (newton-raphson), partial fractions, hyperbolic functions (cosh, sinh series), second order matrices and determinants, simultaneous equations, matrix arithmetic (determinant of 3 by 3, inverse) general properties of 3 by 3 determinants (solution of simultaneous), differentiation of implicit functions, differentiation with parameters logarithmic differentiation, differentiation of inverse trigonometric and inverse hyperbolic functions, partial differentiation (second order), total differential.

D 202: Integration (substitution, partial fractions), integration by parts, differential equations (first order, variables separable), homogeneous first order, linear first order, linear second order ($aD^2 + bD + cy = O$), linear second order ($aD^2 + bD + cy = f(x)$).

Finally, unlike the Associate Engineering Diploma program or the Bachelor of Science program, completion of the Diploma in Technical Studies program requires a six month period of industrial training and the submission of a report (worth nine credits) following the completion of coursework.

Department of Business and Management

Certificate in Secretarial Studies/2 years; College Diploma in Secretarial Studies/1 year beyond Secretarial Certificate; Commercial Studies Diploma (CSD)/2 years (64 credits)/bookkeeping, insurance, personnel, banking and public administration; Accounting Diploma Program (ADP)/2 years (66 credits)/accounting; Associate Business Diploma (ABD)/1st two years of B.Sc. program in Business Administration (70 credits); B.Sc./4 years (124 credits)/business administration; (accounting [proposed]).

All of the programs listed above require the Secondary Certificate/Diploma or its equivalent for entry. Most incoming students spend their first year in orientation courses. Upon successful completion of the orientation courses, all students (with the exception of students in the secretarial program) enroll in a core semester in which they take English financial accounting, introduction to business administration, mathematics, and microeconomics. Students who do well in the core semester may enter any of the programs in the Department of Business and Management. Marginal students (whose grade point average is below 2.0 in the core semester) are limited to the Commercial Studies Diploma (CSD) program.

The Associate Business Diploma (ABD) program consists of the first two years of the B.Sc. program in business administration. It is a general program aimed at exposing students to a broad variety of courses in business, computers, economics, quantitative analysis; as well as electives in the social sciences (see Table 15 for entire B.Sc. program).

The Accounting Diploma Program (ADP) consists of the first two years of the proposed B.Sc. program in Accounting. This program is designed to prepare professionals in accounting through a specialized curriculum of high academic standards. The program includes courses in auditing, banking, business mathematics, business statistics, commercial law, computerized accounting and data processing, cost accounting, and financial management. There are no social science electives and only one business elective.

The Commercial Studies Diploma (CSD) program prepares students for successful careers as technicians and supervisors. The program, which allows many commercial electives, may be tailored to meet specific requirements of public and private organizations. Required courses include: basic accounting II, basic business finance, basic computer,

Table 15.—Gulf Polytechnic—B.Sc. in Business Administration Curriculum, 1983-84.

SEMESTER I

Course Number	Course Name	Credits
ENG 103	English	3
MATH 101	Mathematics	3
ECON 140	Microeconomics	3
ACC 110	Financial Accounting I	4
MGT 131	Intro. To. Bus. Adm.	3
		16

SEMESTER II

ENG 104	English	3
ARABIC 101	Arabic	3
MATH 102	Mathematics	3
ECON 141	Macroeconomics	3
ACC 111	Financial Accounting II	4
		16

SEMESTER III

FIN 220	Financial Management	3
ACC 212	Cost Accounting	4
QM 255	Introduction to Statistics	4
MGT 235	Organization and Management	3
ECON 242	Intermediate Macro-economics	3
		17

SEMESTER IV

MKT 261	Marketing Management	3
MGT 236	Production Management	3
CS 271	Computers and Data Processing	3
MGT 238	Commercial Law	3
FIN 221	Financial Markets and Institutions	3
	Arts & Sciences Electives	6
		21

Total Credit Requirements for ABD Diploma, 70

SEMESTER V

Course Number	Course Name	Credits
MGT 330	Personnel Management	3
ECON 343	Managerial Economics	3
MGT 332	Public Management	3
FIN 322	Insurance Management	3
ECON 344	†Econometrics	3
	†Arts and Sciences Elective	3
		15

SEMESTER VI

FIN 323	Commercial Banking	3
ACC 216	Managerial Accounting	3
QM 352	Quantitative Methods in Bus.	3
ECON 346	**International Economics	3
ECON 345	**Regional Economic Integration	3
MGT 353	**Organizational Behavior	3
	**Arts and Science Elective	3
		15

SEMESTER VII

CS 372	Computers in Business	3
FIN 324	Investment Management	3
QM 353	Business Statistics	3
ECON 347	**Economic Development	3
MKT 362	**Marketing Research	3
MKT 363	**International Marketing	3
	**Arts and Science Elective	3
		15

SEMESTER VIII

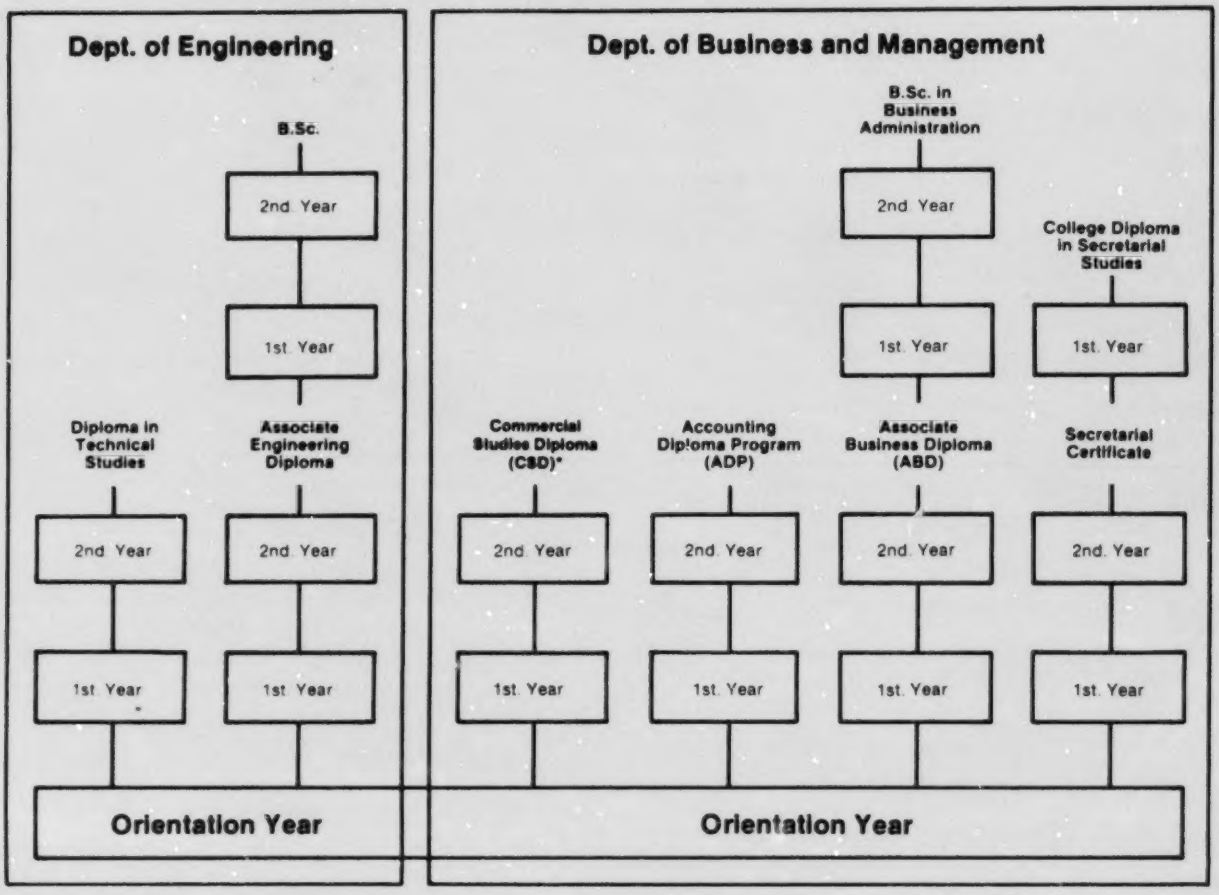
MGT 334	Business Policy	3
FIN 325	Gulf Financial Systems	3
MGT 335	Management Information Systems	3
ECON 348	**Economic Policy Analysis	3
MGT 336	**Production Planning and Control	3
MGT 337	**Human Resources Development	3
	**Arts and Sciences Elective	3
		15

Total Credit Requirements for B.Sc. Degree, 130.

†Students choose between these courses.

**Students choose 2 of these courses each semester.

Table 16.—Gulf Polytechnic, Structure of Degree and Diploma Programs in 1981-82



*Formerly referred to as Commercial Studies Certificate (CSC).

basic cost accounting, basic macroeconomics, basic organization and management, basic statistics, and Gulf Business Environment. Note that the entire final semester of the CSD program consists of a supervised internship (worth 9 credits) with a Bahraini organization.

The purpose of the secretarial studies programs is to train competent secretaries in office skills and other administrative support services. The curriculum, which includes theoretical and practical training, consists almost entirely of secretarial courses such as business calculations, office practice, shorthand, and typing.

English Language Unit

The purpose of the unit is to teach students fundamental English needed to understand other courses in which English is used as the language of instruction. Although most courses are internally assessed, students may also prepare for external qualifications in English such as City and Guilds Communication in Technical English, Royal Society of Arts, Pitmans, Test of English as a Foreign Language, and the Business Education Council 'People and Communication' Examination.

Former system
(Gulf Technical College)

Calendar: The academic year consisted of three terms of eleven weeks each, from September to December, January to March, and April to June.

Departments: Institute of Administration, Department of Building and Civil Engineering, Department of Mechanical, Electrical and Chemical Engineering.

Diplomas and Certificates: Diploma and certificates offered are listed in the department descriptions below. In addition to the programs described here, the institution also offered many programs specifically designed for the needs of business or industry. These courses sometimes led to external certification or internal certificates of attendance, but generally did not yield credit in the diploma and certificate programs.

Most of the diploma and certificate programs described below led to external certification through the City and Guilds of London Institute or other British-based examining bodies.

Grading: The subjects assessed by the British examining bodies, such as the City and Guilds of London Institute were graded as follows: Distinction, Credit, Pass, and Fail.*

*See AACRAO World Education Series, *United Kingdom*, 1976.

The subjects assessed by Gulf Polytechnic itself were awarded grades which corresponded to a range of composite marks as follows:

Grade	Composite Marks
A	85 - 100
B+	70 - 84
B	60 - 69
C	50 - 59
D	40 - 49
F (failing)	Below 40

The composite marks were based on coursework (30 percent) and the final examination (70 percent). To be promoted, students had to pass all subjects; however, students with a failure in no more than two subjects could take the final examinations again.

Department of Building and Civil Engineering

The following programs required successful completion of the orientation year for entry. The curriculum for the orientation year (for any engineering program) included courses in engineering drawing, English, mathematics, processes and materials workshop, and science.

*Technician Diploma/2 years full-time/Building, Civil Engineering, Land Surveying. (See sample document)

**Construction Technicians Certificate Part I/1 year full-time or 2 years part-time.

**Construction Technicians Certificate Part II/1 year part-time.

Department of Mechanical, Electrical, and Chemical Engineering

The following programs required successful completion of the orientation year for entry (see Department of Building and Civil Engineering (above) for orientation curriculum).

*Technician Diploma/3 years on a "sandwich" basis/electrical engineering, mechanical engineering.

**Full Technological Certificate/3 years (comprised of Parts I-III, described below)/electrical engineering, fabrication and welding, industrial measurement, mechanical engineering, motor vehicle technicians, telecommunications.

—Technician courses Part I/3 terms (first term in courses**, second term in industry, third term in courses*).

*Awarded by City and Guilds Institute of London
**Awarded by Gulf Technical College (now known as Gulf Polytechnic) only.

—Technician courses Part II/3 terms (first term in courses**, second term in industry, third term in courses*).

—Technician courses Part III/2 terms in coursework*.

**Process Plant Operator/3 terms

**Petroleum and Gas Technology/3 terms

In both of the Engineering departments (see above), there were two main categories of programs: the Technician Diploma programs (sometimes referred to as simply Diploma program and sometimes designated "ordinary level") and the Certificate programs. Both of these required the secondary school certificate and the successful completion of the orientation year for entry, but students with better grades tended to enter the Technician Diploma programs.

The Technician Diploma programs offered a fairly high degree of specialization in the field studied. For example, courses in fluid mechanics and structural analysis were introduced during the first year.

The Technicians Certificate programs, including the Full Technological Certificate and the Construction Technicians Certificate, were more applied than the Diploma programs.

Institute of Administration

The following programs required the Secondary Certificate/Diploma and successful completion of the orientation year for entry. Subjects taught in the orientation year included accounts*, business administration, business arithmetic*, commerce*, English*, statistics.

Ordinary Certificate in Business Studies (OCBS) 1**/1 year/Business Administration.

Ordinary Certificate in Business Studies (OCBS) 2**/1 year/Business Administration.

Higher Certificate in Business Studies (HCBS) 1**/1 year/Business Administration.

Higher Certificate in Business Studies (HCBS) 2**/1 year/Business Administration.

The OCBS 1 programs consisted of courses in accounts, business administration, economics, English, and statistics; OCBS 2, of courses in accounts, costing, economics, and English.

For a brief time before the introduction of the current system (see description of Business Studies and Administration Department), the OCBS and HCBS programs were monitored by the Business Education Council (BEC). Certificates awarded by the BEC may not include the OCBS or HCBS designation.

The following courses required the secondary school certificate but not completion of the orientation year for entry:

Secretarial Certificate+/2 years

Clerk-typist course/2 years (First year in common with secretarial certificate program)

Diploma in Secretarial Studies+/1 year beyond Secretarial Certificate

The secretarial and clerk typist programs include courses such as short-hand, typewriting, office practice, business calculations. A course in English language, which is taught each year in all three programs, is the only general education course in the secretarial/clerk-typist curriculum.

*Appropriate certificate awarded by Royal Society of Arts.
**Awarded by Joint Committee of the London Chamber of Commerce.
+Awarded by Gulf Technical College (now Gulf Polytechnic) only.

Hotel & Catering Training Centre (HCTC), Muharraq

Background: The Hotel & Catering Training Centre (HCTC) was founded in 1973 following an agreement between the Government of Bahrain, the United Nations Development Programme, and the International Labor Organization. The first group of students was admitted in 1976 and graduated in 1978.

HCTC is a state institution operated under the auspices of the Ministry of Information, Bahrain. The objective of the HCTC is to offer training to nationals of the Arab Gulf States for all levels of employment within the hotel and catering industry.

Calendar: October 1 - June 30; the first semester ends in February; classes are held five days per week from 8 a.m. to 3 p.m.

Enrollment (1983-84): 58 students (28 females, 30 males).

Language of Instruction: English.

Library: A small library of specialized books is maintained.

Admission Requirements: Applicants for the Diploma program must hold the Secondary Certificate/Diploma. An admission test, consisting of English and mathematics, and an interview are required. Admission to regular courses is granted only to unmarried male and female applicants with a minimum age of 16 and a maximum age of 22.

Note: Intermediate Certificate holders enrolled in the new Hotel and Catering Section of secondary school complete three of the Certificate modules as part of their program: food production, food and beverage services, and front office/housekeeping (see Public Secondary School Sections). Other Intermediate Certificate holders who meet the institution's entrance requirements may also be admitted to these modules. Students who have completed these three modules as part of their secondary education, including students graduating from the new Hotel and Catering Section of secondary school, are not eligible to enroll in the Diploma program; they may, however, enroll in the Introductory Management Studies module and receive a Certificate.

Diplomas and Certificates: Diploma/two years/Basic Hotel Operations (which requires completion of all four Certificate modules); Certificates/one semester (one module) each/Food Production*, Food and Beverage Services*, Front Office/Housekeeping*, Introductory Management Studies.

In addition to regular courses, HCTC is able to arrange courses to meet the specific training needs of the sponsor.

Grading: Internal examinations are given each semester. The passing grade is 50%; the grading scale is as follows:

90 - 100%	Excellent
66 - 89%	Very Good
50 - 65%	Good
0 - 49%	Fail

To receive the Diploma in Basic Hotel Operations, a student must complete all four modules of study with passing marks.

HCTC also arranges for examinations of the City and Guilds of London Institute.

*Although secondary level students may enroll in these modules, secondary and postsecondary students do not attend class together.

Teacher Training Institutes/ Colleges, Isa Town

Background: Prior to the establishment of the University College of Arts, Science and Education, primary and intermediate school teachers received training at two segregated Teacher Training Institutes (also sometimes referred to as Teacher Training Colleges). The Teacher Training Institute for men was founded in 1966; the one for women in 1967. They were modeled after the Jordanian Teacher Training Institute and the Beirut College for Women. Both Teacher Training Institutes have been phased out; the last class graduated in June 1979.

Calendar: October - June; semester plan.

Enrollment: Combined enrollment at the Institutes ranged from 234 in 1969-70 to 403 in 1977-78. For the 1978-79 school year, enrollment was 206.

Language of Instruction: Arabic.

Admission Requirements: Only holders of the Secondary Certificate/Diploma (Science Section or Literary Section) were admitted.

Diplomas: Diploma/two years/education. The curricula were similar at both institutions and were divided into scientific and literary sections so that graduates could teach the disciplines in those areas. Subjects common to both scientific and literary sections included General Cultural Subjects (Arabic language, arts training, community development, English language, Islamic culture, physical education, and the Arab nation) and Professional Subjects (audio-visual aids, curriculum, educational psychology, general methodology, general psychology, introduction to education, practice teaching, primary level methodology, and specialized methodology.

Grading System: The grading system was based on a five-point scale, with 60% = D as the minimum passing mark. The complete scale was as follows:

90-100	A	4	Excellent
80-89	B	3	Very Good
70-79	C	2	Good
60-69	D	1	Fair
0-59	E	0	Fail

University College of Arts, Science and Education, Isa Town

Background: Sometimes called University College of Bahrain (UCB), the University College of Arts, Science and Education-Bahrain (hereafter referred to as University College) was founded in 1978 by Emiri decree as an autonomous institution of higher education. In 1980, it absorbed the two Teacher Training Institutes.

Its campus occupies part of the premises of the former Teacher Training Institutes and adjoins the campus of Gulf Polytechnic. It is a coeducational institution with men and women attending the same classes. During the first year of its existence, University College had a total enrollment of 110 students while enrollments at the Institutes dropped to 64 men and 142 women.

University College is governed by a Board of Trustees composed of high-ranking education specialists and government officials. The Board is chaired by the Minister of Education.

University College derives its income primarily from the government of the State of Bahrain but also from a nominal tuition and grants and gifts from corporations, government and private philanthropic sources.

Calendar: University College operates on a semester plan. Each semester is about sixteen weeks in duration. There is a one-week recess between semesters. Fall Semester classes begin in early October; Spring Semester begins in mid-February and ends in late June.

Enrollment: Enrollment at University College has grown steadily from an approximate enrollment of 110 in 1978-79 to 1,100 in 1983-84. Approximately 5% of the students are non-Bahraini.

Women comprised seventy-two percent of the enrollment in 1983-84. with one-third majoring in science and two-thirds in the arts. The student/teacher ratio in 1982-83 was 5.6 to 1.

Language of Instruction: Class instruction is conducted in Arabic and English.

Library: In 1983, the University College library contained 60,000 volumes.

Admission Requirements: Admission to one of the undergraduate programs is selective and competitive. Admission is granted in order of merit, depending on the number of places available. The Secondary Certificate/Diploma (Sciences or Arts) with a minimum of 60% (or the equivalent) and a series of examinations for placement in the Preparatory Program (see below) are required, as well as an interview and a physical examination.

The Preparatory Program: The preparatory program is designed to provide a concentrated preparation in Arabic, English, mathematics and the sciences so as to enable students to make a smooth transition from secondary school to University College. No credits are earned in the preparatory program.

Beginning in 1983-84, students were required to take only those preparatory courses in which they had weak academic preparation based on placement examinations. While exceptionally able students in the B.A. or B.Sc. programs may be admitted directly to the first year of the undergraduate program, most students enroll in some preparatory courses. In the B.Ed. program, the preparatory program is one semester in length, except for English courses which last two semesters. The preparatory program for B.P.E. students lasts two semesters.

Departments: University College is comprised of the following academic departments: Arabic and Islamic Studies, Biology, Chemistry, Education, English, General Studies, Mathematics, Physical Education, Physics, and Psychology.

Degrees (Undergraduate Programs): Certificate/one year/Arabic & Islamic studies, English, mathematics; Diploma/two years/population & statistical studies; Two-year pre-medicine program (no credential awarded); B.A./four years/Arabic, Arabic-education, English language & literature, English language & literature-education, Islamic studies, Islamic studies-education; B.Sc./four years /biology, biology-education, chemistry, chemistry-education, mathematics, mathematics-education, physics, physics-education; B.P.E./four years/ physical education-education; B.Ed./four years/ primary education.

Degrees (Graduate Programs): Postgraduate Diploma in Education (PGDE)/one year/education; M.Ed./one year full-time or two years part-time/ biology-education, chemistry-education, physics-education.

Undergraduate Degree Requirements: Students are required to earn at least 128 credit hours to fulfill the degree requirements for either a B.A. or B.Sc. from University College. The average class load is 16 credit hours per semester. Students may not enroll for more than 20 credit hours in any one semester without special permission from their advisors.

Students electing to pursue a double major in a specialization and education are required to complete at least 27 credits at the 300-400 level in the specialized area as well as in education. Prior to 1983, the student was required to complete at least 24 credits at the 300-400 level in each of the two departments.

The B.Ed. degree program provides for both in-service and pre-service training of classroom teachers at the primary level. Candidates must be sponsored by the Ministry of Education of Bahrain. A total of 128 credit hours are required for the B.Ed. degree. Emphasis is on training students as classroom teachers rather than as subject matter teachers; hence, there are no majors.

A two-year program in Population and Statistical Studies leading to a Diploma is offered jointly by the Department of Mathematics and the Department of General Studies. This is an evening program and requires 60 credit hours for completion. It is designed for middle level government employees and not designed as part of a bachelor's degree program. Admission is limited to students from the science and arts sections of secondary school.

Special undergraduate programs of study leading to the Certificate are offered for in-service re-training of subject-teachers of intermediate and secondary schools who are holders of a bachelor's degree in a particular subject but who are teaching a different subject. A candidate must be sponsored by the Ministry of Education, Bahrain, for entry into the program and must satisfy the undergraduate admission criteria of University College.

University College offers a two-year pre-medical program to students from the seven countries of the Gulf (Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates). Upon successfully completing the requirements of the program, students are eligible to enroll for clinical studies at Arabian Gulf University provided they meet the minimum requirements set by the Medical Faculty of Arabian Gulf University.

For entry into the pre-medical program, a candidate must be sponsored by his/her government and must rank in the top 15% in the overall average and top 10% in English on his/her Secondary Certificate/Diploma Examination. Each applicant will also be given a series of proficiency examinations, including tests in Arabic and English, besides being asked to appear for an interview. Students are admitted, in order of merit, depending on the number of places available. The entrance requirements are set by the Admissions Committee of Arabian Gulf University, and all decisions of the Admissions Committee are final.

Graduate Degree Requirements: University College offers a one-year program, consisting of 33 credit hours of 500-level courses in methods, leading to the Postgraduate Diploma in Education (PGDE) to holders of a B.A., B.Sc., or an equivalent degree from a recognized university. The program is designed primarily for in-service training of secondary school teachers to help them acquire the necessary experience and skills for their careers. A full-time student is expected to complete the program in one academic year; a student wishing to enroll on a part-time basis must register for a minimum of nine credit hours in any one semester. A minimum GPA of 2.0 is required to be awarded the Diploma.

The Master of Education (M.Ed.) degree is a one-year full-time or two-year part-time program of study consisting of 30 credit hours of 500-level courses; requirements include a dissertation. Special emphasis is on biology-education, chemistry-education or physics-education. Candidates for the M.Ed. degree must hold an approved science degree and have at least two years of teaching experience. The program is open to nationals of the Gulf.

Grading System: Final examinations are held at the end of each semester. The grading scale used is adopted from the U.S. system and is as follows:

A	Excellent	4 grade points per credit
B	Good	3 grade points per credit
C	Satisfactory	2 grade points per credit
D	Minimum Pass	1 grade point per credit
E	Fail	0 grade point
I	Incomplete (must be "cleared" within next two semesters)	
W	Withdrawn	

A course in which a "D" is obtained may be repeated only once in order to improve the grade point average; a course in which an "F" grade is obtained may be repeated twice. Each time a course is taken, the course grade is recorded on the transcript and is counted in calculating the grade point average of the student. The approximate grade distribution in 1982-83 was: A-5%, B-15%, C-60%, D-15%, and F-5%.

SPECIAL POST-SECONDARY VOCATIONAL TRAINING CENTERS

Several ministries and a number of private corporations have vocational training centers which offer specialized programs designed primarily to retrain and upgrade the skills of their employees. Training is at the skilled level rather than at the conceptual level. The programs vary in length from one week to eight months. English language training is usually a significant part of the programs. Generally, these programs are available only to holders of the Secondary Certificate/Diploma.

The Ministry of Works, Power, and Water had 240 full-time trainees in 1983. It is probably the largest training program offered by any Bahrain ministry. Training is in specialized areas such as management and welding. No academic certificates are awarded for the training received.

Among the private corporations known for offering full-time vocational training programs for employees is the Bahrain Telecommunications Company (BATELCO). Its center is called Bahrain Telecommunications Training College. The eight-month program, which requires the Secondary School Certificate/Diploma for entrance, consists of three months of English study and five months of technical coursework in either radio, line transmission, or telecommunications.

The Bahrain Bankers Training Centre offers a number of short courses in all aspects of banking, e.g., Basic Accounting, Introduction to Computers, and Foreign Exchange and Money Market Dealing. Courses range from two days to three weeks. Certificates of completion are awarded indicating the duration of the course.

Gulf Air Training Centre offers short courses of one week to three months in computer science, management, and English. The Bahrain Petroleum Company (BAPCO) Training Centre, Aluminum Company of Bahrain (ALBA) Training Centre, and Bahrain Bankers Training Centre offer short courses strictly for their employees. Polyglot Schools Ltd. is a private enterprise offering training in languages, typing, shorthand, and secretarial skills for any person for a fee.

Gulf Management Training Institute provides training, consisting of four levels of six weeks each, in computer programming and English. This is a private enterprise designed to train employees of both private and government sectors as well as to prepare students for taking the Test of English as a Foreign Language (TOEFL) and the Royal Society of Arts (RSA) examinations.

NOTES TO ADMISSIONS OFFICERS

Verification and Evaluation of Secondary Records

Official Documents: Students who plan to study in the United States may obtain official English translations of their certificates of completion of each year of secondary school. Official documents bear original signatures and an original photograph of the student. Carbon copies with the original signatures and an original photograph may also be accepted as official. Students who plan to study abroad may have their records stamped on the back by the Ministry of Foreign Affairs.

Secondary Certificate/Diploma and Other Secondary Documents: The term "Secondary Certificate/Diploma" has been adopted in this report to refer to the certificate of completion of one of the three-year secondary programs culminating in a national final examination (see Table 6 and Secondary Education section for a description of these programs). However, the certificates of completion of each of the sections of the three-year program are all slightly different. Certificates from the Arts, Industrial, and Sciences Sections are actually designated as "certificates" whereas certificates from the commercial section are designated "diploma" (see sample documents). The general term Secondary Certificate/Diploma has been used because the certificates of completion from all the sections are considered officially equivalent and because the English translations for the certificates of completion from the new sections were unavailable at the time of publication of this report.

Certificates of completion of the first and second years of the three-year secondary program are readily available. Students applying to an institution in the United States during their final year of secondary school may also submit mid-year examination results signed by the headmaster of the school.

Grading: On all of these records, including the Secondary Certificate/Diploma, an overall percentage can be obtained by dividing the total marks obtained by the total maximum marks. While the distribution of students among the ranges of marks described in Table 7 was unavailable at the time of publication of this report, statistics show that the percentage of students passing the national final examinations and receiving the Secondary Certificate/Diploma is high. Furthermore, an overall percentage of 60 on the Secondary Certificate/Diploma is often the minimum level of performance acceptable to institutions in Bahrain.

In addition to the overall percentage on the Secondary Certificate/Diploma, it is recommended that Admissions Officers also consider the overall percentage on the certificates of completion of the first and second years of secondary school. Even more important in determining admissibility are the percentages obtained in academic subjects or in subjects which would provide background necessary for the postsecondary field to be pursued. This attention to background subjects is of particular importance in dealing with the new secondary sections, as well as with those which have traditionally given access only to postsecondary programs in related fields of study (see sections entitled Secondary Education and Access to Higher Education).

Verification and Evaluation of Post-Secondary Records

Most of the post-secondary institutions in Bahrain issue U.S.-style official transcripts written in English and signed by the Registrar or other school official (see sample documents). Since their grading systems and the course credit value systems are often based on United States practices, evaluation of these records is fairly straightforward.

Course credit values, however, may sometimes be slightly higher than is common in the United States and U.S. admissions officers may adjust accordingly any transfer credit to be awarded.

One characteristic of post-secondary programs is that the same institution may offer general associate degree programs and U.S.-style bachelors degree programs (which include approximately two years of general education courses) as well as more specialized two-year programs. It is probable that many of the courses from the general associate degree programs and from the bachelors degree programs will be accepted for transfer credit. However, it may be more difficult to assess transfer credit for the more specialized programs. These programs may be compared to U.S. Associate in Applied Science degrees. Admissions Officers should consider carefully any transfer credit awarded since these programs may include courses normally offered at the upper division level in the United States but without the normal prerequisites.

Gulf Polytechnic Evaluation Guidelines: While the general guidelines for evaluation outlined in the previous section apply to Gulf Polytechnic's current system, its former system merits a completely different set of guidelines. The World Education Series volume on the United Kingdom can be of great assistance in evaluating these programs since many of them were monitored by British examining bodies. However, it should be noted that terminology and programs in use in Bahrain sometimes differed slightly from those in use in the United Kingdom.

Students themselves can often provide syllabi and/or descriptions of their programs of study. Also, when students enter one of Gulf Polytechnic's current programs from one of its former programs, credit awarded for the former program appears on transcripts.

A general rule of thumb to use in evaluating programs offered under the former system is that "diploma" programs were generally at a higher conceptual level than "certificate" programs (see sample documents) and often attracted better students.

Most of the diploma and certificate programs offered under the former system of instruction led to external certification through the City and Guilds of London Institute or other British-based examining bodies. Therefore, Gulf Polytechnic (then known as Gulf Technical College) issued transcripts showing courses and grades only for terms which were not externally assessed (see Gulf Polytechnic institutional description for information on former academic calendar). In addition, many of the programs required that students spend one or more terms in practical training. Certificates of attendance or completion were not awarded for these terms.

ENGLISH LANGUAGE EVALUATION

Knowledge of English is very important in Bahrain. English is widely used as the language of instruction, particularly at the post-secondary level. Nonetheless, our experience indicates that individual preparation in English varies greatly. Rather than reflecting negatively on the programs from which these students come, the variations in English proficiency are probably a reflection of the fact that the use of English is limited to the classroom. Also, teachers and professors may themselves be non-native speakers of English.

It is recommended that personal interviews or the results of standardized tests, such as the Test of English as a Foreign Language (TOEFL), be used to corroborate evidence of English preparation on certificates and transcripts. At the post-secondary level, caution is recommended in awarding transfer credit for English language courses, since these are sometimes courses in English as a Second Language.

PRIVATE VOCATIONAL PROGRAMS

More than any other type of program in Bahrain, it is perhaps the vocational programs offered by private companies or agencies which pose the greatest problems of evaluation to the U.S. admissions officer. The needs of Bahrain's thriving commercial and service economy have resulted in the development of many short-term training programs, ranging from courses in English as a second language to data processing and computers.

Some of these programs are described under Special Post-secondary Vocational Training Centers. Complete coverage is clearly beyond the scope of this report. All indications are that these vocational programs would not warrant transfer credit in U.S. bachelors degree programs. Furthermore, certificates of attendance or of completion are awarded rather than transcripts showing courses and grades.

SPECIAL IN-COUNTRY AGENCIES

In recent years, many Bahraini students have received scholarships for study abroad (see subsection on History and Development under The Educational System). It has been the Ministry of Education itself, through its Directorate of Cultural Affairs and Scholarships, that has been most instrumental in bringing students to the United States to study. Other organizations which have granted

scholarships to Bahraini students include: Bahrain National Oil Company (BANOCO), Bahrain Petroleum Company (BAPCO/CALTEX), Gulf Air, Gulf United Bank, the Ministry of Works, Power and Water, and other ministries. In addition, some Bahraini students have also received scholarships from other Arab nations, such as the United Arab Emirates.

With the expansion of opportunities for post-secondary education within Bahrain, fewer students are being sent abroad immediately following secondary school. The tendency among scholarship agencies in Bahrain is to send transfer or graduate students from one of the post-secondary institutions in Bahrain.

PLACEMENT RECOMMENDATIONS*

CREDENTIAL	RECOMMENDATION
A. Secondary Credentials	
1. Practical Nurse Certificate offered by the College of Health Sciences	Represents 10½ years of education. This program has been phased out.
2. Maternal and Childcare Health Certificate offered by the College of Health Sciences	Not an academic credential. Placement should be based on other qualifications.
3. Industrial School Certificate in Carpentry or Auto Body Repair	Represents 11 years of education. May be considered for placement in secondary school on a year for year basis.
4. Medical Equipment Maintenance Vocational Certificate offered by the College of Health Sciences	Not an academic credential. Placement should be based on other qualifications.
5. Apprenticeship Certificate offered by Vocational Training Center	Represents 12 years of education. Not an academic credential. Placement should be based on intermediate certificate results.
6. Secondary School Certificate/Diploma	
a. Agriculture Section	Represents 12 years of education. Since no one has completed the program at the time of publication, no recommendation is being made.**
b. Arts Section	May be considered for freshman admission where secondary program followed is considered appropriate preparation.**
c. Commercial Section	May be considered for freshman admission where program of study is directly related to intended course of study.**

***Editor's Note:** While placement recommendations are generally presented in chronological order, the diversity and complexity of the Bahraini system have led us to choose a different approach. The first five recommendations deal with certificates representing 10½-12 years of education. Since the Secondary School Certificate/Diploma has 11 different sections, these appear in alphabetical order (the same order in which they are presented in the text). Similarly, postsecondary credentials appear under institutional headings in the same order in which each institution has been described in the text. It should also be noted that the 9 current and 10 former credentials awarded by Gulf Polytechnic (formerly Gulf Technical College) have been listed separately. It is hoped that this manner of presentation facilitiates referral back to the text, which is an essential step in the use of all placement recommendations.

**Please see Notes to Admissions Officers: Grading.

Placement Recommendations *(continued)*

CREDENTIAL	RECOMMENDATION
d. Health Sciences (Nursing) Section	May be considered for freshman admission where program of study is directly related to intended course of study.**
e. Hotel and Catering Section	Represents 12 years of education. Since no one has completed the program at the time of publication, no recommendation is being made.**
f. Industrial Section	May be considered for freshman admission where program of study is directly related to intended course of study.**
g. Music Section	Represents 12 years of education. Since no one has completed the program at the time of publication, no recommendation is being made.**
h. Printing Section	(Same recommendation as 6.g., above.)
i. Religious Institute	Represents eleven years of education. Normally placed at the secondary level on a year for year basis. Academically strong candidates may be considered for freshman admission.**
j. Sciences Section	May be considered for freshman admission.**
k. Textiles Section	Represents 12 years of education. Since no one has completed the program at the time of publication, no recommendation is being made.**
B. Postsecondary Credentials	
1. Arabian Gulf University - Degree of Medical Doctor	The first students are expected to transfer into the third year of this program from the University College of Arts, Science, and Education in 1984. No recommendation can be made at this time.
2. Bahrain Telecommunications Company Training College - Certificate	No transfer credit is recommended. May be considered for freshman admission on the basis of secondary school results.
3. College of Health Sciences	
a. Orientation courses	Courses taken are generally remedial in nature. May be considered for freshman admission with no transfer credit.
b. Associate Degree - Nursing	May be considered comparable to an associate degree program in nursing in the United States.
c. General Nurse	General Nurse training was phased out in 1976 and replaced by the associate degree program in nursing (see above).

Placement Recommendations *(continued)*

CREDENTIAL	RECOMMENDATION
d. Associate Degree - Health Sciences	May be considered comparable to an Associate in Applied Science degree in the United States.
e. Diploma in Midwifery	College-based specialized program for general nurses. Possibility of transfer credit is limited to closely related courses of study.
f. Diploma in Psychiatric Nursing	(Same recommendation as 3.e., above.)
g. Diploma in Community Health Nursing	Program scheduled to begin in 1983. First graduating class will be in 1984. Same recommendation as 3.e., above.
h. Diploma in Health Science Education	May be considered for limited transfer credit in education courses.
4. Gulf Polytechnic	
Current System	
a. Orientation year	Courses taken are generally remedial in nature. May be considered for freshman admission with no transfer credit.
b. Secretarial Certificate	Primarily a vocational qualification. Placement should be based on secondary school results.
c. College Diploma in Secretarial Studies	(Same recommendation as 4.b., above.)
d. Diploma in Technical Studies	May be considered comparable to an associate degree in engineering technology.
e. Associate Engineering Diploma	May be considered for undergraduate admission with up to 60 semester hours of transfer credit to be determined through a course-by-course analysis.
f. Commercial Studies Diploma (CSD)*	May be considered comparable to an associate degree in business technology.
g. Accounting Diploma Program (ADP)	May be considered for undergraduate admission with up to 60 semester hours of transfer credit to be determined through a course-by-course analysis.
h. Associate Business Diploma (ABD)	(Same recommendation as 4.g., above.)
i. Bachelors Degree	The first degrees are expected to be awarded in 1985. May be considered comparable to a U.S. bachelors degree.

*Formerly referred to as Commercial Studies Certificate (CSC).

Placement Recommendations *(continued)*

CREDENTIAL	RECOMMENDATION
Former System	
j. Secretarial Certificate	Primarily a vocational qualification. Placement should be based on secondary school results.
k. Clerk typist course	(Same recommendation as 4.j., above.)
l. Diploma in Secretarial Studies	(Same recommendation as 4.j., above.)
m. Technicians Diploma	May be considered for undergraduate admission with up to 30 semester hours of transfer credit to be determined through a course-by-course analysis.
n. Full Technological Certificate: (Technician Course Parts I, II, III)	May be considered comparable to an associate degree in engineering technology. Limited transfer credit may be considered for Part II and III examinations only.
o. Ordinary Certificate of Business Studies (OCBS) 1/Business Education Council Module	May be considered for up to 24 semester hours of transfer credit in accounting, business administration, economics and statistics.
p. Ordinary Certificate of Business Studies (OCBS) 2/Business Education Council Module	May be considered for up to 12 semester hours of transfer credit in accounting and economics.
q. Higher Certificate of Business Studies (HCBS) 1/Business Education Council Module	May be considered for up to 15 semester hours of transfer credit.
r. Higher Certificate of Business Studies (HCBS) 2/Business Education Council Module	(Same recommendation as 4.q., above.)
5. Hotel and Catering Training Centre	
a. Diploma in Hotel Operations	No transfer credit is recommended. May be considered for freshman admission on the basis of secondary school results.
b. Certificate of Introductory Management Studies	(Same recommendation as 5 a., above.)
6. Teacher Training Institute - Diploma	This program was phased out beginning in 1979. May be considered for limited lower division transfer credit to be determined through a course-by-course analysis.
7. University College of Arts, Science, and Education	
a. Orientation courses	Courses taken are generally remedial in nature. May be considered for freshman admission with no transfer credit.

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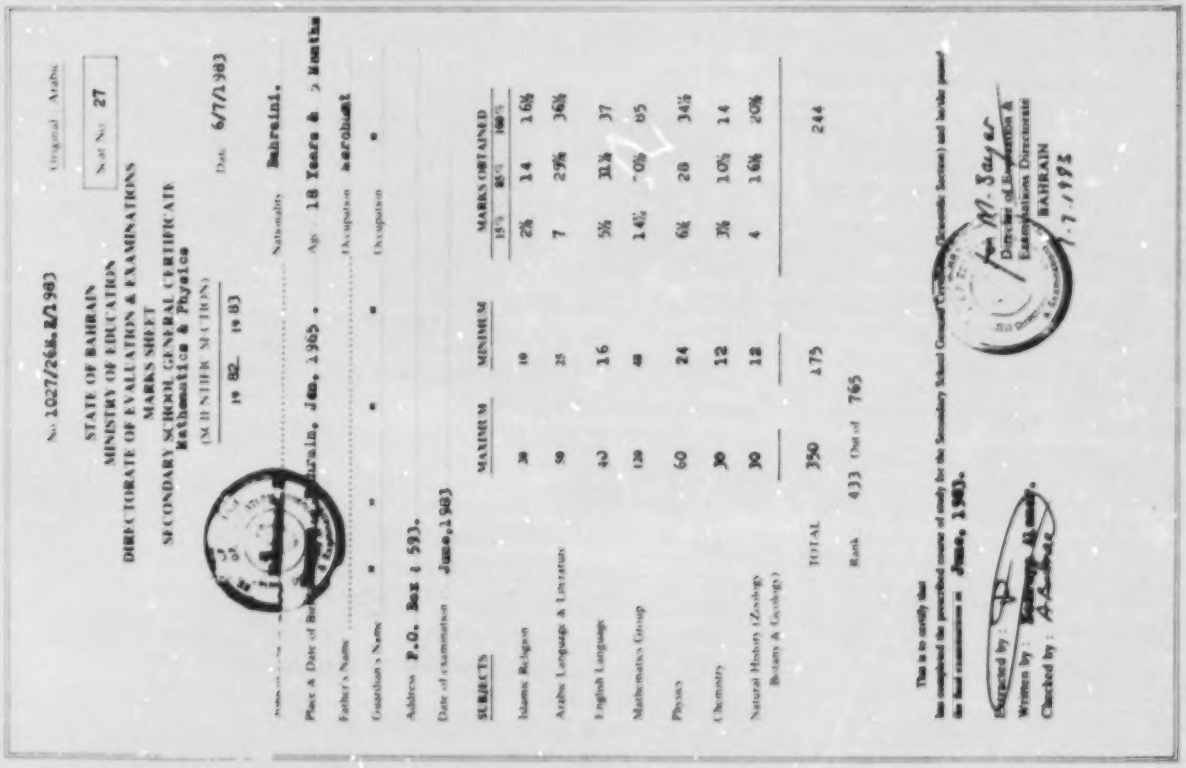
Placement Recommendations *(continued)*

CREDENTIAL	RECOMMENDATION
b. Diploma in Population and Statistical Studies	May be considered for undergraduate admission with up to 60 semester hours of transfer credit to be determined through a course-by-course analysis.
c. Enrollment in premedical program	May be considered for undergraduate admission with up to sixty hours of undergraduate transfer credit to be determined through a course-by-course analysis.
d. B.A., B.Sc., B.Ed., or B.P.E.	May be considered comparable to a U.S. bachelors degree.
e. Certificate in Arabic and Islamic Studies	Represents additional undergraduate coursework. No graduate transfer credit should be awarded.
f. Postgraduate Diploma in Education (PGDE)	Represents one year of graduate coursework. Possible graduate transfer credit to be determined based on institutional policy.
g. M.Ed. in Science Education	May be considered comparable to a U.S. masters degree.



No. 1027/268.8/1983 — Original: Arabic

STATE OF BAHRAIN
MINISTRY OF EDUCATION
DIRECTORATE OF EVALUATION & EXAMINATIONS
MARKS SHEET
SECONDARY SCHOOL GENERAL CERTIFICATE
Mathematics & Physics
(SCIENTIFIC SECTION)
1982 1983

Seat No. 27

Date 6/7/1983

Nationality Bahraini.

Place & Date of Birth Bahrain, Jan. 1965. Age 18 Years & 5 Months

Father's Name " " Occupation Aerobiat

Guardian's Name " " Occupation "

Address P.O. Box : 533.

Date of examination June,1983

SUBJECTS	MAXIMUM	MINIMUM	MARKS OBTAINED 15%	85%	100%
Islamic Religion	30	10	2½	14	16½
Arabic Language & Literature	50	25	7	29½	36½
English Language	40	16	5½	31½	37
Mathematics Group	120	48	14½	70½	85
Physics	60	24	6½	28	34½
Chemistry	30	12	3½	10½	14
Natural History (Zoology Botany & Geology)	30	12	4	16½	20½
TOTAL	350	175			244

Rank 433 Out of 765

This is to certify that
he completed the prescribed course of study for the Secondary School General Certificate (Scientific Section) and he/she passed
the final examination in June, 1983.

Prepared by:
Written by:
Checked by:

Director of Evaluations & Examinations Directorate
BAHRAIN
7.7.1983

Document #1: Secondary School Certificate/Diploma (Scientific Section)

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STATE OF BAHRAIN
MINISTRY OF EDUCATION
MEN'S TEACHER TRAINING COLLEGE

NAME:
PLACE OF BIRTH: Manama
NATIONALITY: Bahrain
DATE OF BIRTH: 1952
DATE OF ENROLLMENT: October 1969
CERTIFICATE OF ENROLMENT:
Secondary School Certificate

SECTION: Arts SPECIALSATION: English

YEAR	SEMESTER	CR. HRS.	POINTS	AVERAGE	NOTES
1969 /1970	FIRST	20,5	36,5	1,78	Good -
1969 /1970	SECOND	25,5	40,0	1,63	Good -
1970 /1971	THIRD	20,5	38,5	1,88	Good -
1970 /1971	FOURTH	13,5	37,0	2,74	Good +
	FINAL RESULTS	79,0	152,0	1,92	PASS, AWARDED COLLEGE DIPLOMA 28/6/1971

GRADES RECORD ACHIEVED BY THE STUDENT FOR THE PERIOD OF TWO YEARS

FIRST SEMESTER				SECOND SEMESTER				THIRD SEMESTER				FOURTH SEMESTER			
COURSE	CR. HRS.	GR.	CR. PTS	COURSE	CR. HRS.	GR.	CR. PTS	COURSE	CR. HRS.	GR.	CR. PTS	COURSE	CR. HRS.	GR.	CR. PTS
Islamic Culture	3	D	3	Islamic Culture	3	C	2	Arabic	2	D	2	Arts & Crafts	1	D	1
Arabic	3	D	3	Arabic	3	D	3	English	3	B	9	Physical Education	½	C	1
English	3	A	12	English	2	A	8	Arts & Crafts	1	C	2	Community Development	2	B	6
Arab Society	2	D	2	Arab Society	2	D	2	Physical Education	½	D	½	Practice Teaching	3	B	9
Arts & Crafts	1	C	4	Arts & Crafts	1	D	1	Methods of Teaching (Preb. level)	1	C	2	Audio-Visual Aids	1	A	4
Physical education	½	D	½	Physical Education	½	B	1	Methods of Teaching (Pri. level)	3	C	6				
General Science	4	C	8	Educational Psychology	4	D	4	Practice Teaching	1	D	1				
General Psychology	2	D	2	General Methods	1	C	2	Audio-Visual Aids	1	C	2				
Intro. to Education	2	C	4	Ger. Mathimetics	3	D	3	Curriculum	2	D	2				
				Practis Teaching	1	C	2	Specialization				Specialization			
				Specialization				English	6	C	12	English	6	B	18
				English	6	C	12								

KEY

SYMBOL	A	B	C	D	E
PERCENTAGE	90-100	80-89	70-79	60-69	0-59
CREDIT POINTS	4	3	2	1	0

UNLESS [illegible] AND STAMPED BY THE COLLEGE, THIS DOCUMENT IS NOT LEGAL.

PRINCIPAL

DATE: 28 / 6 /1970

Document #2: Men's Teacher Training College Transcript

GULF POLYTECHNIC

كلية الخليج للتكنولوجيا

S/No 790425

FIRST NAME _____ MIDDLE _____ FAMILY _____

NATIONALITY _____ PLACE OF BIRTH _____ DATE OF BIRTH _____ DATE OF ADMISSION _____ SPECIALISATION B.Sc. civil

CREDENTIALS OF ADMISSION _____ CLASSIFICATION AT ADMISSION _____ DEGREE GRANTED AND DATE _____

COURSE No	TITLE OF COURSE	PTS	SEM CR HR	GR	COURSE No	TITLE OF COURSE	PTS	SEM CR HR	GR
	ORIENTATION 79/80					FIRST SEMESTER 83/83			
	DIPLOMA IN CIVIL I 1980/81				MATH 301	CALCULUS III		3	B
					ME 303	THERMODYNAMICS		3	D
	MATHEMATICS & COMPUTING			C	ME 301	DYNAMICS		3	B
	STR. OF MAT. & STRUCT.			C	CE 305	STRUCTURAL ANALYSIS		3	C
	SURVEYING			C	CE 313	TRANSPORTATION		3	C
	APP. SCIENCE & MATERIALS			B					
	CIVIL ENG. DRAWING			C		SEM: PAS.CR.HR. 15 GPA. 2.20	33	15	
	FLUID MECH.			D		ACC: PAS.CR.HR. 15 GPA. 2.20	33	15	
	ENGLISH			D					
	DIPLOMA IN CIVIL II 1981/82					SECOND SEMESTER 83/83			
	MATHEMATICS			C	ME 305	MATERIAL SCIENCE		3	D
	STRENGTH OF MATERIALS & STRUC			P	GEOL 341	ENGINEERING GEOLOGY		3	C
	SOIL MECHANICS & SURVEYING			P	MATH 302	DIFFERENTIAL		3	A
	APP. SCIENCE & MATERIALS			D	CE 303	WATER RESOURCES		4	C
	STRUCTRAL DESIGN			R					
	FLUID MECHANICS			C		SEM: PAS.CR.HR. 13 GPA. 2.23	29	13	
						ACC: PAS.CR.HR. 28 GPA. 2.21	62	28	

Grading System: A excellent 90-100 and weighs 4 in GPA; B good 80-89 and weighs 3 in GPA; C fair 70-79 and weighs 2 in GPA; D weak 60-69 and weighs 1 in GPA; E fail below 60 and weighs 0 in GPA.

Dates Placed on Terminal list					Dates Placed on academic probation		Dates academic probation removed	

Document #3: Gulf Polytechnic Transcript

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Document #3: University College of Arts, Science, and Education Transcript

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF ARTS SCIENCE & EDUCATION

P.O. Box 1082
Tel: 682748 682071
Telex: 9258 UCOBAH

دولة البحرين
الكلية الجامعية
للعلوم والآداب والتربية

Directorate of Student Affairs
Office of The Registrar

ACADEMIC RECORD

Name:
Degree: BA (English Major / Education Minor)
Minimum credits required: 128
Grading system: A (exellent), B (good), C (satisfactory), D (minimum pass), F (fail), I (incomplete), W (withdrawn).

1. Transferred from Beirut University College with 59 credits with Grades (C) and above.

2. Completed at the University College of Bahrain

Course No.	Course Title	Credits	Grade
Arb. 111	Arabic Grammar and Etymology I	3	A
Eng. 201	Advanced Communicative English III	3	A
Eng. 202	Advanced Communicative English Iv	3	A
Hum. 201	French Language and Culture I	3	A
Hum. 202	French Language and Culture II	3	A
Eng. 212	English Literature II	3	A
Math.100	Elementary Statistics	4	A
Eng. 301	English Grammatical Analysis	3	A
Eng. 303	Translation: Theory and Application	3	A
Eng. 311	Survey of English Literature I	3	A
Fr. 301	Advanced French I	3	A
Fr. 303	Communicative French	3	A
Ed. 301	Population and Environmental Education	3	A
Eng. 302	English Historical Linguistics	3	A
Eng. 312	Survey of English Literature II	3	A
Eng. 318	Literary Masterpieces of the Ancient World	3	B
Ed. 316	History of Education	3	A
	Total	52	

3. Registration for Semester I, 1982-83,is as follows

Ed. 461	Development of Education Thought	3
Eng. 313	Studies in 9th Century American Literature	3
Eng. 414	Studies in Poetry (Romantic Period)	3
Eng. 441	Advanced Composition.	3

4. A minimum of 17 credits remain in order to fulfil requirments for the degree, of which 3 must be in education (at 300-400 level) and 14 in English language/literature (at 300-400 level).

16 October 1982

Salman E. Aljowder
The Registrar

Document #4: Gulf Technical College "O" Level Diploma

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GULF TECHNICAL COLLEGE BAHRAIN

in collaboration with

CITY AND GUILDS OF LONDON INSTITUTE

The Diploma for

CIVIL ENGINEERING (ORDINARY LEVEL)

is awarded to

who attended the Gulf Technical College, Isa Town, Bahrain

and was successful in the following six components

Mathematics	Distinction
Strength of Materials and Structures	Distinction
Soil and Mechanics and Surveying	Distinction
Applied Science and Materials	Distinction
Structural Design	Credit
Fluid Mechanics	Distinction

Awarded- MAY/JUNE 1977

Chairman
College Executive Committee

Director-General
City and Guilds of London Institute

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SULTANATE OF OMAN

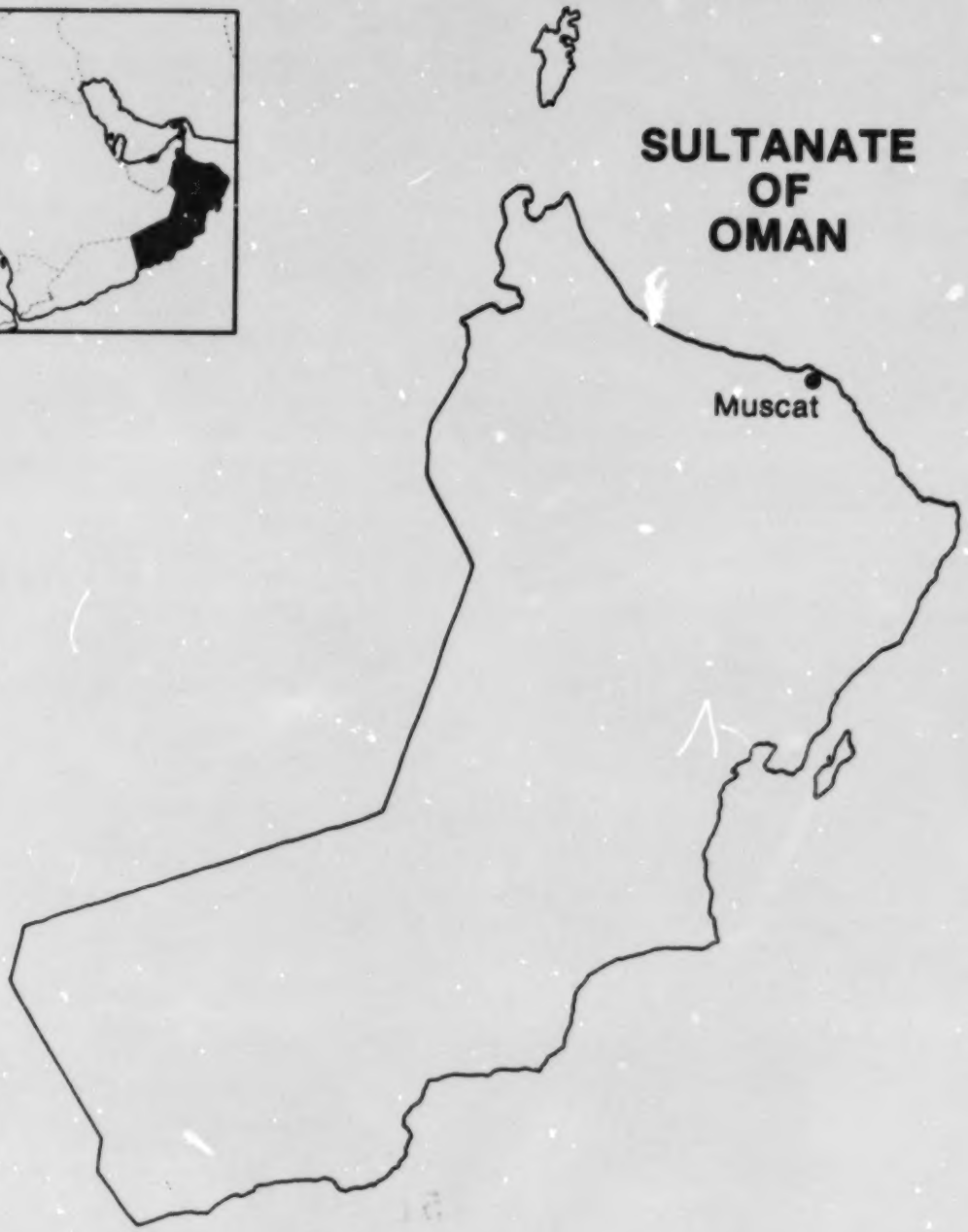


Table 1.—Government Schools, Pupils and Teachers.

		69/70	74/75	75/76	76/77	77/78	78/79	79/80	80/81	81/82	82/83
SCHOOLS	**Total**	3	176	207	261	310	352	363	373	408	455
Primary		3	163	181	213	237	257	237	175	177	204
Male		3	88	82	85	87	73	74	50	60	72
Female		-	44	51	51	55	50	41	33	43	56
Co-ed		-	31	48	77	95	134	122	92	74	76
Preparatory		-	11	23	45	67	86	114	183	210	219
Male		-	9	21	39	48	55	64	81	91	107
Female		-	2	2	6	14	20	31	45	56	45
Co-ed		-	-	-	-	5	11	19	57	63	67
Secondary		-	2	3	3	6	9	12	15	21	32
Male		-	1	2	2	4	7	8	10	14	13
Female		-	1	1	1	2	2	4	5	7	19
PUPILS	**Total**	909	49229	55752	64975	75887	85937	94823	106932	120718	140582
Male		909	36851	40708	46510	53510	59319	64955	71742	79396	89751
Female		-	12378	15044	18465	22377	26618	29868	35190	41322	50831
Primary		909	48576	54457	62630	70671	77974	83703	91652	101586	116467
Male		909	36351	39640	44668	49294	53025	56409	60290	65385	72311
Female		-	12225	14817	17962	21377	24949	27294	31362	36201	44156
Preparatory		-	571	1095	2015	4680	7278	10177	13729	16648	19985
Male		-	437	925	1609	3819	5765	7838	10284	12223	14541
Female		-	134	170	406	861	1513	2339	3445	4425	5444
Secondary		-	82	200	320	536	685	943	1551	2484	4130
Male		-	63	143	233	397	529	708	1168	1788	2899
Female		-	19	57	87	139	156	235	383	696	1231
TEACHERS	**Total**	30	2115	2230	2878	3552	3865	4325	5131	5864	6575
Male		30	1610	1659	2168	2598	2762	2998	3499	3975	4430
Female		-	505	471	710	954	1103	1327	1632	1889	2145
Average Teachers per school		10.0	12.0	10.8	11.0	11.3	11.0	11.9	13.8	14.4	14.5
Pupil-Teacher ratio		30.3	23.3	25.0	22.6	21.4	22.2	21.9	20.8	20.6	21.4

Notes: 1. The number of schools is not the number of buildings. In many cases one building is used for 2 schools morning and afternoon.
2. Figures above do not include figures for institutes and technical schools.

Source: *Statistical Year Book*, 1982-83.

Sultanate of Oman

THE COUNTRY AND ITS PEOPLE

Geography

The Sultanate of Oman occupies most of the southeastern part of the Arabian peninsula, covering an area of some 120,000 square miles. Many of its boundaries have not been demarcated by international treaty, although a general agreement exists with its neighbors. The Sultanate is bordered on the northwest by the United Arab Emirates, on the west by Saudi Arabia, on the southwest by the Peoples' Democratic Republic of Yemen, and on the east by the Gulf of Oman and the Arabian Sea. The tip of the Musandam Peninsula, the northernmost point of Oman, is separated from the main part of the country by a strip of land belonging to the United Arab Emirates. It commands the strategically important Strait of Hormuz. A few narrow strips of fertile plains are found along the coastline, which stretches over 1,000 miles. Deserts and barren, rugged mountains dominate the interior of the Sultanate.

Agriculture and Fishing

In ancient times overland spice routes led traders from afar to the southern coastal region of Dhofar in quest of frankincense, highly valued for its medicinal and aromatic properties. Later, with the development of sea routes, the ports along the Batinah Coast became prosperous centers of maritime activity. Thanks to its strategic location, Oman thrived as an entrepot for trade with the East and East Africa. But with its decline as a maritime power in the mid-nineteenth century, Oman began to turn inward, relying primarily upon subsistence agriculture and fishing.

Water resources, key to the development of agriculture, are scarce, although greater than in other parts of the peninsula. Arable land edges the coastal plains and dots the mountain valleys and foothills. In contrast with other areas of the country, the fertile plains of the southern region of Dhofar are bathed by summer monsoons from June to September. While rainfall is generally sporadic and light elsewhere, it is inadequate for crop production. In the interior the ancient *falaj* system provides a limited means of irrigating the arid land. These man-made channels, which date back to the last centuries B.C., tap springs deep in the mountains and water distant villages and fields.

About 70% of the population is engaged in agriculture. Dates and limes are the chief export products, but a variety of crops are cultivated on the narrow coastal plains and in the mountain foothills. These crops include lucerne (alfalfa), onions, tobacco, wheat, bananas, coconuts, mangoes, melons and vegetables.

Livestock raising is limited to areas that have adequate water resources. Goats and sheep can be found throughout the country. The livestock population also includes cattle (particularly in Dhofar), donkeys, camels, and chickens.

Fishing traditionally ranked second to agriculture in the economy of Oman. Fish from the coastal waters of the Gulf of Oman and the Arabian Sea play an important part in the national diet and have long been used for fertilizer and animal foodstuff.

Natural Resources

In 1962 the traditional sources of income were eclipsed with the discovery of oil in the Omani sector of the Rub al Khali (Empty Quarter), a barren wilderness of shifting sands. The major fields, located about 150 miles southwest of Muscat in Fahud, Natih, Yibal, and Al-Huwaisah, were linked by pipeline to the seaport of Mina Al-Fahal, facilitating the first export of oil in 1967.

Petroleum production is providing a boon to the development of the country while the limited proven oil reserves remain. Compared with its neighbors, Oman has modest oil reserves that may be depleted by the end of the century unless new fields are discovered. Recent oil finds in the southern province of Dhofar have encouraged further exploration in the area.

At the same time geological surveys are being conducted to locate the mineral resources of Oman. In recent years exploitable deposits of copper and chromite have been found. Other minerals, such as asbestos, coal, iron ore, lead, manganese, nickel, silver, and zinc, have been detected. Additional surveys will be undertaken before possible joint international ventures are launched.

Development

Despite the rapid increase in revenues from oil, Sultan Said bin Taimur spent little of the new-

found wealth on development. Not until he was overthrown by his son Sultan Qaboos bin Said in 1970 did Oman embark upon a program of economic development and modernization.

Since 1970, Oman has made dramatic strides in many areas. In the first decade under Sultan Qaboos, the number of kilometers of asphalt roads increased from 10 to 2,173; school buildings from 3 to 363; students from 909 to 94,823; teachers from 30 to 4,325; airports from 0 to 2; vocational training centers from 1 to 5; beds in hospitals and health centers from 12 to 1,772 (*Statistical Year Book*, 1983).

With the anticipated decline of oil reserves and the continued reliance on foreign manpower, Oman is not in a position to undertake the development of heavy industry or manufacturing on a large scale like some of its Arabian Gulf neighbors. Future development goals include increasing cultivable land and crop production, expanding and modernizing the fishing industry, locating and tapping mineral resources, and encouraging construction in the rural areas. In pursuit of these goals, the Sultanate has established programs to improve health care and eradicate such common diseases as malaria, trachoma, smallpox, and leprosy; to modernize irrigation techniques and conserve its water resources; and to spread literacy throughout the nation and prepare its citizens to contribute to the economic growth of Oman.

Population

In the absence of an official census in Oman, population estimates are wide-ranging, varying from 800,000 to 1,500,000. The number assumed by the government for planning purposes is 1,500,000. The population density is thought to be between six and eight per square mile, but is probably less than one per square mile in the interior. The largest centers of population are the capital area, the Batinah plain and neighboring coastal cities, and Salalah. The population of Muscat and its environs is believed to range from 140,000 to 250,000. Expatriates comprise about 20% to 30% of Oman's population.

Official Language

Arabic is the official language of Oman, but tribal languages are spoken in the northern province of Musandam and the southern province of Dhofar. Baluchi, Urdu, and Indian dialects are found in the capital area. English is widely spoken by government officials, a number of whom were educated in the West, and also by expatriate workers, who are helping Oman meet its current manpower needs in technical and educational areas.

Literacy

In 1970 illiteracy was almost universal. But under Sultan Qaboos, educational programs and facilities have sprung up at an amazing rate. Aside from the traditional avenues for learning, literacy centers and adult education centers have been established to reach all segments of the population. In addition, special programs have been initiated to teach Arabic to a number of educated Omanis who returned from their self-imposed exile under the former Sultan Said and those who fled from Zanzibar (which was formerly under Omani rule), after the 1964 revolution. Current estimates on the national literacy rate range from 20% to 50%.

Ethnic Groups

The population of Oman is predominantly Arab. However, within the Sultanate there are pockets of ethnically distinct tribes. Among them are the Mahra of Dhofar, a bellicose and nomadic people not assimilated by Arab migrations; and the Shihuh of the Musandam Peninsula, fishermen and herdsmen whose language and beginnings may go back to the original inhabitants of the peninsula. In addition, diverse ethnic groups have settled primarily in the capital area and along the Batinah coastal plain. The Baluchi, Indian, and East African communities have deep roots in the area. In contrast, expatriate Arabs, Europeans, and Asians are recent arrivals, coming to fill manpower needs during the development boom. The black population, a legacy of Oman's empire and its slave trade with East Africa, has scattered throughout the country more than the other ethnic groups.

Religion

Oman was one of the first countries to embrace Islam, but its religious traditions were to take a course different from that of the rest of the peninsula. A majority of the population are Ibadhi Muslims whose doctrines were formulated in Basra, an early center for Muslim conquests. The Ibadhis believed in electing the *imam*, but did not insist that he be a descendent of the Prophet's family. Ibadhism preaches moderation, tolerance, and simplicity in all aspects of private and public life.

Established in the isolated mountains of the interior, the Ibadhis have historically been active in political matters and have been less open to outside influences than the Sunni and Shia, coastal inhabitants. The Sunnis, who comprise the second largest religious sect, are located primarily in Musandam, Dhofar, and the Batinah coast. Relatively small communities of Shia traders and Hindu merchants also live on the Batinah coast, particularly in the capital area.

EDUCATIONAL SYSTEM

History

The date of July 23, 1970 marks a turning point in the history of education in Oman. On that date a coup stripped Sultan Said bin Taimur of power and placed his son Sultan Qaboos bin Said at the head of the government, bringing a radical change in the government's attitude towards education.

Prior to that time the *kutab*, or religious schools which taught verses of the Koran by rote, predominated. Aside from these classes and several private schools, education in Oman before 1970 was restricted to the primary level at three schools located in Muscat, Mutrah, and Salalah. The total enrollment was 909 boys. There was no education beyond this level and none at all for girls. In fact, there was no educational strategy for developing Oman, even after the discovery of oil in 1962. Students whose families could afford it went into self-imposed exile abroad to obtain the education denied them in Oman.

Under Sultan Qaboos the growth of education has been explosive (see Table 1). In the first year of the Sultan's rule the number of primary schools increased from three to sixteen, including three for girls. Popular demand for education has outstripped the development of facilities. In the early days, to accommodate classes until permanent facilities could be built, tents, huts, and mobile units sprang up wherever a teacher was available. Children in the interior and rural areas often walked long distances to schools or stayed with relatives in an urban area. Enthusiasm for education has spread throughout the country and touched all levels of society. While not compulsory, education is free and actively encouraged.

During the first phase of development, from 1970 to 1975, education was extended to towns and villages. The number of schools rose dramatically from three primary schools in 1969-70 to 163 primary schools, 11 preparatory schools, and 2 secondary schools in 1974-75. During the same period, school enrollments increased manifold from 909 students to 49,229. The female student population, which did not have access to formal education in Oman prior to 1970, had grown significantly in numbers, totaling 12,378 at the close of this phase.

The second phase, from 1976 to 1980, marked a period of planned growth during the first Five-Year Plan. The educational structure was defined; the curriculum was designed with the assistance of UNESCO and Jordanian and Egyptian consultants; the preparation of educational materials appropriate for Omani students (often called the "Omanization of the curriculum") was started, initially with an emphasis on developing materials for primary school students; and school facilities (buildings, laboratories, and teacher housing) were rapidly built or improved to meet the growing educational needs of the country. At the close of this phase, there were 237 primary schools, 114 preparatory schools, and 12 secondary schools. Enrollment statistics for 1980 show a total school population of 94,823 students, of whom 29,868 were females.

Other notable developments included the establishment of specialized education in critical areas: the Teacher Training Institute (for primary school teachers); the Agricultural Institute; vocational training centers, and two model preparatory schools with a technical emphasis.

Current Objectives

The second Five-Year Plan established these objectives for the current phase (1981 to 1985): increased emphasis on the quality of educational programs and facilities; the diversification of secondary school options, relating them to the needs of the Omani society and its manpower development; continuation of the project to "Omanize" textbooks through the secondary school level; renewed efforts to balance educational development between the interior and populated areas; the establishment of priorities for higher education abroad, in conformance with the country's needs; and the creation of a one-year, post-secondary program for primary school teachers.

Secondary school education is not yet universally available in Oman, but rapid advances are taking place to meet the need. In addition, vocational training is rapidly expanding to help the Sultanate overcome the critical shortage of trained local manpower.

The first university, Sultan Qaboos University, is still in the planning stage, but it is scheduled to open in Al-Khoudh, outside the capital area, in 1986. In the meantime, the government awards scholarships to selected Omanis for university education abroad.

Governance

The Ministry of Education and Youth Affairs is responsible for primary, preparatory, and secondary education; teacher training; adult education; and anti-illiteracy campaigns. Through a network of regional directors, the Ministry oversees the administration of educational programs and policies. A further system of inspectors has been set up to monitor the standards and curriculum of the schools within a given region.

The Ministry of Social Affairs and Labor, charged with the responsibility of developing the nation's manpower skills, oversees vocational education and special training programs. Current plans call for the construction of additional vocational centers throughout the country. Priority is to be given to training in such fields as construction, electricity, mechanical engineering, clerical training, agriculture, fisheries, and mining.

Other ministries oversee education related to their missions. Among them are the Ministry of the Sultan's Cabinet (or Diwan) Affairs, the Ministry of Health, and the Ministry of Defense. The Foundation Committee for the Establishment of Sultan Qaboos University is entrusted with the overall supervisory responsibilities for the first university in Oman.

Financing

Education has been given a high priority in Oman's budget since 1970 and is financed almost entirely from government revenues. In 1980 the total budget for education was slightly over 4% of the estimated revenues for the year. Vast programs to establish an educational system and to provide the necessary facilities and resources have been costly. The 1981-85 budget for educational development alone is RO (Rials Omani) 84 million (approximately U.S. $252 million). These funds are to be spent on the construction of new schools and training institutes, as well as for new administrative buildings and teachers' quarters. For the 1982 fiscal year, the budget for the Ministry of Education and Youth Affairs exceeded RO 97 million (almost U.S. $292 million). This figure represented almost 10% of the national budget for that year.

Structure of the Educational System

Education in Oman is based on a 6-3-3 structure: six years of primary education, three years of preparatory education, and three years of secondary education (see Table 2). At the primary level, students receive instruction in the basic skills. At the preparatory level, they can pursue general education, health sciences, military studies, or vocational training. At the secondary level, they can pursue general or Islamic education (with arts and science sections in the second and third years), teacher training, commercial education, agricultural studies, industrial education, health sciences, or military science. The first university in Oman is slated to open in 1986. In the meantime, holders of the Secondary School General Certificate may qualify for higher education abroad.

Compulsory Education Requirements

Education in Oman is not compulsory. Throughout the educational system the Arabic language and Islamic studies are required subjects. In the fourth year of primary school, compulsory study of English begins.

Educational Statistics

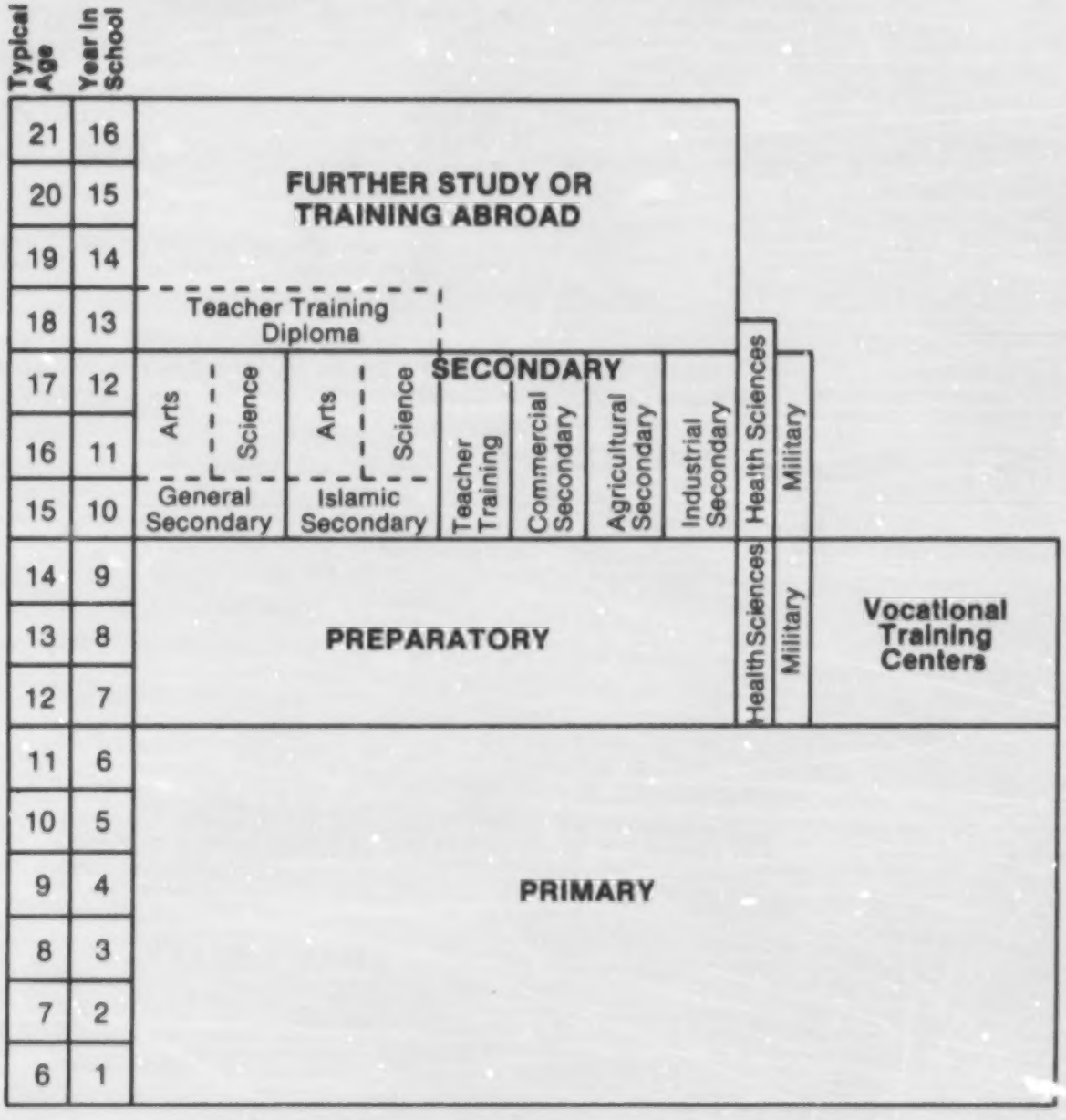
Statistical reports, published by the Development Council in its *Statistical Year Book*, attest to the explosive growth of the Omani student population at all levels since 1970 and the country's heavy reliance upon expatriate teachers. Data can be found in Table 1.

Adult Education

Using the slogan "Education for All," national campaigns have been directed towards providing a large adult population with basic literacy and education. Literacy centers offer a two-year instructional program in the basic literacy skills. In addition, Adult Education Centers provide evening classes and home-study programs for adults who are unable to enroll in the regular school system for any reason. Adult learners may pursue a primary education or prepare for the General Preparatory Certificate or the Secondary School General Certificate. They may advance in their studies at a normal or an accelerated rate.

The syllabi and textbooks are the same as for students enrolled at the same level in the traditional school system. The teachers of evening classes receive extra compensation for repeating the lessons to adults on the same premises in the evenings.

Table 2.—Sultanate of Oman Education System



SPECIAL NOTE: *The Omani educational system is undergoing rapid changes as new programs are being introduced and as older programs are being offered, with modifications, at a higher level. The outline, given above, represents the structure of the Omani educational system in the 1983-84 academic year. Admissions officers are encouraged to read the appropriate sections of this report for proposed changes and to keep abreast of future developments.*

Adult students sit for examinations in May, at the same time as their younger counterparts.

The majority of adults enrolled in evening classes are in the capital area, but the interest in adult education is expected to continue to grow as the general level of education in Oman rises. In 1982-83, Adult Education Centers enrolled 3,685 students on the primary level, 3,507 on the preparatory level, and 979 on the secondary level. Of the total, 6,125 were men; 2,056, women.

English in Oman

English is an important part of the academic curriculum at all levels in the Omani educational system. The study of the English language is viewed as a means of creating an awareness of the rest of the world and of enhancing career opportunities, especially in the fields related to the sciences. It is introduced in the fourth year of primary education and the fifth year of adult education. Typically, a student will have completed nine years of English by the end of the secondary school level.

English language instruction is generally provided by specialized teachers, except in some remote rural areas. In the 1982-83 year, there were 761 English language instructors in Oman, the majority of whom were Jordanian (190), Sudanese (159), Pakistani (112), and Indian (92). Slightly over 10% of the instructors were Omani (79).

The curriculum and teaching staff are supervised by the English Language Unit of the Ministry of Education and Youth Affairs. The Unit has a cooperative arrangement with the British Council, which provides advisors in curriculum development, as well as inspectors for the regional teaching network. The Unit is organized into nine regional administrative divisions, each with a director of English language instruction. The Unit's inspectors regularly monitor the quality of instruction and assess the needs of teachers throughout the country.

In 1983-84, the English Language Unit introduced "Omanized" textbooks for English language instruction into the primary and preparatory schools, using the series of *English in Oman*, published by Longman, Green & Co., Ltd.

Anticipated Educational Reforms

Educational opportunities in Oman are expected to expand in the future. Continuing examination of the curriculum in terms of the country's needs should further the development of educational materials, laboratories, and programs.

The 6-3-3 structure of the Omani educational system is in place, but the educational programs are still evolving. The recent establishment of the educational system and the necessary overriding concern for basic education to meet the country's needs account for a highly disproportionate enrollment at the base of the educational pyramid. In 1969-70, 100% of the student population was enrolled at the primary level. By the 1982-83 academic year, 83% of the total enrollment was at the primary level; 14% at the preparatory level; and 3% at the secondary level. As the educated population in Oman grows, the shape of education is changing. Certain educational and training programs now offered at the preparatory and secondary levels will require more extensive academic preparation in the future (see sections on Specialized Secondary: Teacher Training, Agricultural Secondary, Health Sciences, Technical Education, and Vocational Education). In addition, the opening of Sultan Qaboos University, projected for 1986, will complete the educational system, making higher education available to a greater number of Omanis (see section on Higher Education).

PRE-PRIMARY EDUCATION

Pre-primary study is not one of the current national priorities for education. Currently, only a small number of early childhood education centers exist in the country, all of which are privately operated. In 1975 there was only one pre-primary school, which employed four female teachers and enrolled 160 students. In 1980 the number had increased to three schools, which employed ten female teachers and one male teacher and enrolled 472 students. In both cases the teacher/student ratio was one to more than forty students.

PRIMARY EDUCATION

In the nascent educational system, expenditures for primary education have comprised a major part of the country's education budget and have dramatically accelerated the growth of primary education since 1970. Before then, there were only three primary schools enrolling 909 students. Within a year sixteen schools were in operation, enrolling 3,478 students, 470 of whom were girls. By 1982-83, 116,487 students were attending 204 primary schools. A notable feature in the development of primary education is the increasing enrollment of female students, whose percentage of enrollment rose from zero before 1970 to 36% in 1982-83. The government's second Five-Year Plan will make free

primary education available to every Omani child by the end of 1985. It is estimated that another 140 schools will have to be built, many of them in the rural areas.

Primary education is not compulsory. However, the percentage of Omani boys and girls enrolling in primary education continues to increase because of widespread enthusiasm for education throughout the country and because of strong financial support from the government. Students may begin their primary education at age six, but may be admitted to the regular first-year classes if they are under eight years of age. In 1970, 3% of the age group 6-11 were enrolled in primary schools. By 1980 this percentage had increased to 62%.

Most schools are segregated by sex, except in the rural areas where the shortage of facilities and staff necessitates shared schools. However, as school facilities and teachers come to the countryside, separate schools for boys and girls are becoming the rule.

The nine-month academic calendar runs from September to May, with a break in January or February. Classes are held six days a week. The language of instruction in all grades is Arabic. English is introduced as a compulsory subject in the fourth year. The curriculum is standard throughout the country and includes Arabic, Islamic studies, English, mathematics, science, and social studies.

As part of the national literacy campaigns, Adult Education Centers offer an accelerated system of primary education especially designed for adults (see section on Adult Education). Limited learning opportunities exist at the primary level in Oman for the blind, mute, deaf, mentally retarded, and handicapped. Several mosque schools combine the primary and preparatory levels, emphasizing Islamic education and Arabic.

Initially students completing six years of primary education took a national examination and if successful were awarded the General Primary Certificate before proceeding to the preparatory level. But in 1976, the Ministry of Education eliminated this certificate. Now all students successfully completing the sixth grade become automatically eligible to go on to the preparatory level.

A recent study reveals that 25.3% of the students who began primary education in 1973-74 successfully completed the level in six years. However, the percentage rose to 63.6% after eight years, the maximum time permitted for enrollment in regular classes.

PREPARATORY EDUCATION

Following primary education, students may go on to the preparatory level. The three-year preparatory level corresponds to U.S. grades seven through nine. The academic year runs from September to June; instruction is given six days per week. The curriculum stresses general education, but includes limited practical studies such as crafts and agriculture for boys, and needlework and home economics for girls. Internal school examinations are given every year. Promotion to the next grade requires a passing mark in each subject.

Preparatory schools generally share facilities with a primary or secondary school. The first preparatory schools were established in 1972, one for boys and another for girls. By 1975-76 there were 23 schools (21 for boys, 2 for girls), which enrolled almost 1,100 students. The dramatic surge at the preparatory level continued in the following years. By 1982-83 there were 219 schools (107 for boys, 45 for girls, and 67 for both sexes).

Two model preparatory schools (in Sohar and Ruwi) follow the general education curriculum, but also include some technical training. Third-year students may sit for the General Preparatory School Certificate (see section on Technical Education: Preparatory Level). Health science institutes, military institutes, and vocational training centers also offer instruction at the preparatory level. However, their graduates normally take up careers instead of going on to certificate-granting programs at the secondary level (see sections on Health Sciences, Military Schools, and Vocational Education). A few mosque schools offer an instructional program which combines the primary and preparatory levels. The emphasis appears to be on Islamic studies and the Arabic language rather than on academic subjects.

At the end of the preparatory cycle, students may sit for a national examination and, if successful, will receive a General Preparatory School Certificate. They are then eligible to enroll at the secondary level. Students who fail the examination may not reenroll as regular students.

According to a recent study, 48.9% of the students who began preparatory education in 1977-78 successfully completed the level in three years, but the percentage grew to 53.2% after four years, the maximum time allowed for enrollment in regular classes.

SECONDARY EDUCATION

The three-year secondary level corresponds to U.S. grades 10 to 12. At this level, there is some degree of diversification in order to prepare students for the university or for careers. Secondary schools are segregated by sex and are usually housed in the same facilities with a preparatory school. The school year follows a September-to-May academic calendar; there are six class sessions six days a week. Arabic continues to be the language of instruction, and English remains compulsory for the three years.

Secondary education in the Sultanate has a short history. Its actual beginning dates back to the 1973-74 academic year, when one class for the first secondary grade was opened with an enrollment of 25 students. Prior to that date, the preparatory level, which feeds the secondary level, was still incomplete. Gradually the number of students reaching the secondary level has increased, but it still constitutes a small percentage of the total student population. In 1982-83, secondary school students comprised 3% of the student enrollment in Oman.

Students passing the General Preparatory School Certificate examinations are admitted to the first year of secondary studies. They are distributed among the various types of secondary programs according to their certificate results and the available openings in the secondary schools and institutes (see Table 3).

A recent study indicates that 63.9% of the students who began secondary school in 1977-78 successfully completed the level in three years. The percentage increased to 67.4% after four years, the maximum time permitted for enrollment in regular classes.

Secondary education is divided into general secondary and specialized secondary. The general secondary curriculum consists of a one-year program in basic academic subjects, followed by a two-year program in the arts or sciences. The specialized secondary curriculum includes the usual secondary school academic subjects, but with an emphasis on Islamic, commercial, agricultural, or industrial studies, or teacher training.

General Secondary (Arts and Sciences)

In the first year of general secondary, all students follow the same prescribed curriculum: mathematics, sciences (chemistry, physics, and biology), Arabic language, English language, Islamic culture, and social sciences (history, geography, and national culture). After the first year, their program of study is oriented towards the arts or the sciences for the next two years.

The two-year arts curriculum emphasizes the social sciences, languages (Arabic and English), and Islamic education. It also includes to a lesser extent the study of general sciences, mathematics, and philosophy (see Table 4). The Secondary School General Certificate examinations for the arts section, given after three years of secondary education, are on the following subjects: Islamic studies, Arabic language, English language, history, geography, philosophy, mathematics, and science. Students who receive a minimum of 50% of the total points possible on the examination are awarded the Secondary School General Certificate Arts Section.

The two-year science curriculum stresses mathematics and the sciences (physics, chemistry, and biology), but also includes languages (Arabic and English), Islamic culture, and social studies (see Table 4). The Secondary School General Certificate examinations for the science section, also given after three years of secondary education, are on the following subjects: Islamic studies, Arabic language, English language, mathematics, physics, chemistry, biology, and social studies. Students who earn a minimum of 50% of the total points possible on the examination are granted the Secondary School General Certificate Science Section.

Table 3.—Percentage of Preparatory School Graduates Enrolled in the Various Secondary School Programs

Academic Year	General	Technical	Teachers	Islamic	Adult	Total
1980-81	47.8	8.4	10.3	4.6	10.6	81.7
1981-82	68.0	6.5	13.9	3.9	1.2	93.2

SOURCE: Razik, p. 60.

Table 4.—General Secondary School Curriculum: Number of Classes Per Week*

SUBJECT	First Year	Second Year		Third Year	
		Arts	Sciences	Arts	Sciences
Mathematics	6	2	8	2	8
Chemistry	2	—	3	—	3
Physics	2	—	4	—	4
General Sciences	—	2	—	2	—
Biology	2	—	3	—	3
Arabic Language	7	9	5	9	5
Islamic Studies	4	4	4	4	4
Social Studies	6	9	1	9	1
English Language	6	8	6	8	6
Physical Education	1	1	1	1	1
Art	—	1	1	1	1
	36	36	36	36	36

*Each class session lasts 45 minutes. There are six sessions per day, six days per week (Saturday through Thursday). The academic year runs from September through May.

SOURCE: Course syllabi, published by the Ministry of Education and Youth Affairs, for 1983-84.

Islamic Secondary

The Secondary Islamic Institute, in operation since the 1978-79 academic year, provides a three-year program which parallels the general secondary curriculum, but stresses Islamic studies and the Arabic language in the second and third years. In 1982-83, the institute enrolled 171 boys. The third year of the program, leading to the Secondary School General Certificate examinations for the Islamic Section, includes Islamic studies, Arabic language, English language, history, geography, and philosophy. Students receiving 50% or more of the total points possible on the examination are awarded the Secondary School General Certificate Islamic Section.

Teacher Training

In response to the acute shortage of Omani teachers, the government established classes in 1976 for male students and in 1977 for female students to prepare them to teach in the primary schools. Out of these classes grew the Male Teacher Training Institute which opened in Qurum in 1979 and the Female Teacher Training Institute which opened in Ruwi the following year. Since then, teacher training instruction has started in Salalah, Sohar, and Nizwa. Other teacher training institutes are planned for the near future.

The Teacher Training Institutes now in operation plan to graduate approximately 150 students in 1984. Of the graduates from preparatory schools in 1980-81, 13.9% chose to enter a teacher training institute. In 1982-83, the institutes enrolled 813 students, 62 of whom were taking a one-year diploma course for secondary school graduates.

At present students holding a General Preparatory School Certificate may enter a Teacher Training Institute in order to prepare to teach at the primary level. Specializations are available in three fields: general teaching, English teaching, and Arabic and Islamic studies teaching. The curriculum followed in the Teacher Training Institutes parallels the general secondary school curriculum, but adds theory and methods courses, as well as practice teaching in the second and third years. Some arts and physical education courses are dropped from the program to allow time for education classes. Students who are successful on the examinations at the end of the three-year program are awarded the Secondary School General Certificate—Male (or Female) Teachers Institute.

The top students in a Teacher Training Institute on the Secondary School General Certificate examinations may be awarded a government scholarship for study abroad. In 1983, five such students went to Australia for advanced study.

Teacher training graduates who pass the final examinations without continuing to post-secondary

education are required to devote a minimum of three years to teaching or to pay back all stipends which they received for their studies at a Teacher Training Institute.

In addition to the three-year secondary level program, the Teacher Training Institutes currently offer a one-year diploma course for secondary school graduates without previous teacher training. Enrollment is open to students who hold a Secondary School General Certificate in arts, sciences, or Islamic studies. Upon satisfactory completion of the intensive one-year program, which emphasizes theory and practicum, students will be awarded a Teacher's Diploma: Secondary Level and will be eligible to teach at the primary level.

Beginning in the 1984-85 school year, the Teacher Training program is to change to a two-year, post-secondary program. All new students are to be admitted on the basis of their examination results on the Secondary School General Certificate. The curriculum will be similar to what is offered in the present diploma program, but at a higher level. Graduates will be prepared to teach in the primary schools, as under the current system.

Since neither Sultan Qaboos University nor this program were in operation at the time of publication, it is not yet known where graduates of the proposed post-secondary teacher training program will fit into the university.

Commercial Secondary

A three-year program in commercial studies is offered at two commercial secondary schools: one for boys, in Seeb, which opened in 1979-80, enrolled 160 students in 1982-83; the other for girls, in Ruwi, still in its first year of operation, enrolls 57 girls. Students devote an increasing amount of time to commercial studies as they progress in the three-year program (see Table 5). Certificate examinations cover Islamic studies, Arabic language, English language, behaviorist science, accountancy and bookkeeping, Arabic secretarial, English secretarial, financial and commercial mathematics, economics, government accountancy, and vocational training. Students receiving 50% or more of the total number of points possible on the certificate examination are awarded the General Secondary School Certificate Commercial Section.

Agricultural Secondary

Located in Nizwa, an ancient capital of the Sultanate and an important agricultural center, the Agricultural Institute was established in 1979 with financial support from the International Bank for Reconstruction and Development (IBRD) and the United Nations Development Program (UNDP).

The institute is designed to introduce and upgrade farming skills. It seeks out students for farming families as well as those who did well at the preparatory level. To encourage enrollment, the government pays a stipend to the students, virtually all of whom board at the school.

Two programs are offered at the institute: a one-year course for primary school graduates who are at least 15 years old, and a three-year program for preparatory certificate holders who will work toward the General Secondary School Certificate Agricultural Section. In the first year, 51 students were in the one-year program and eight in the secondary level program. By 1983-84, enrollment in the

Table 5.—Commercial Secondary School Curriculum: Number of Classes Per Week*

SUBJECT	First Year	Second Year	Third Year
Islamic Studies	2	2	2
Arabic Language	6	6	6
English Language	6	6	6
Social Studies	3	3	—
Behaviorist Science	—	—	2
General Mathematics	3	—	—
General Science	2	—	—
Physical Education	2	2	2
Accountancy and Bookkeeping	3	3	3
Office Management	2	3	2
Financial and Commercial Mathematics	—	3	3
English Secretarial Practice	—	1	2
Economic and Commercial Information	2	2	2
Government Accountancy	—	—	2
Arabic Typing	3	3	3
English Typing	2	2	2
	36	36	37

*Each class session lasts 45 minutes. There are six sessions per day, six days per week (Saturday through Thursday). The academic year runs from September through May.

SOURCE: Curriculum outline from the Ministry of Education and Youth Affairs.

secondary-level program had grown to 100: 43 students in the first year, 25 in the second, and 32 in the third.

In addition to the academic subjects required in the general secondary school curriculum, the institute offers instruction in horticulture, animal products, crop production, plant production, agricultural mechanization, food industry, land and irrigation, and farm administration. A 90-acre experimental farm provides an opportunity for the practical application of the studies. Graduates of the Agricultural Institute have gone abroad for post-secondary studies and training in the United Kingdom, Australia, and the United States.

Current plans call for graduates of Agricultural Institute of Nizwa to be able to continue their studies at the future Sultan Qaboos University.

Industrial Secondary

In 1983-84 the Ministry of Education opened the Industrial Secondary School (also known as Model Technical Secondary School) in Sohar, which is also the site of the Model Preparatory School for boys. Plans call for a total of 216 boys in the three-year program, or 72 students per grade. The Industrial Secondary School offers civil, electrical, and mechanical engineering in addition to the regular secondary school academic subjects. The teaching staff is comprised primarily of Sudanese, Jordanians, and Egyptians. Successful graduates are to receive a Secondary School General Certificate. A special final examination is being considered as a way to assess achievement in the technical studies, but no decision had been made at the time of publication.

It is expected that graduates of the Industrial Secondary School will be eligible for post-secondary studies at the proposed Higher Technical Institute (see section on Technical Education: Post-secondary Level), in relevant faculties of Sultan Qaboos University now under construction (see section on Higher Education), or in overseas institutions.

HEALTH SCIENCES

The Institute of Health Sciences, under the auspices of the Ministry of Health, was founded in 1982 in the capital area and offers professional certificate programs. Prior to its establishment, nurses training was offered only at the Al-Rahma School of Nursing. The program for primary school graduates at Al-Rahma, which opened as a two-year program in 1970, was lengthened to three years in 1976. The expansion of training facilities and programs for nurses and para-medical staff ranks high in the priorities of the Ministry of Health.

In the modern, fully-equipped Institute for Health Sciences (IHS), four training courses are now available: three-year programs for general nurses, laboratory technicians, and health assistants (pharmacy); and a two-year program for nursing assistants. A required six-month orientation course, which emphasizes English language study, prepares students for the classes which are all taught in English.

Beginning in the 1983-84 academic year, entering students must hold the General Preparatory Certificate. In addition, applicants must take an entrance examination in mathematics, Arabic, English, and general aptitude. Final candidates are invited for a personal interview. In the 1983-84 year there were 80 applicants for 35 places. The total enrollment in the IHS was 250 for the 1983-84 year. In the General Nursing program there were 32 males and 71 females; in the Laboratory Technician program, 13 males and 19 females; in the Health Assistant program, 18 males and 7 females; and in the Assistant Nurse program, 35 males and 67 females. The current student population ranges in age from 15 to 25. Older students are preferred because of their maturity and motivation. All students become Ministry of Health employees and receive a percentage of a grade salary. While IHS is anxious to reach its capacity of students, it remains concerned about student quality because of the nature of the field.

Graduates are employed at hospitals and health centers throughout the country. The 500-bed teaching hospital being developed as part of Sultan Qaboos University will expand employment opportunities and provide improved clinical training for IHS students.

In 1984, IHS plans to add three programs to prepare X-ray technologists, physiotherapists, and public health inspectors. A continuing education program, on a released-time basis is also planned. A full program of seminars and workshops is already offered. In addition, the Ministry of Health sponsors individuals for further medical studies and training abroad.

Students at the Institute of Health Sciences do not receive a certificate equivalent to the Secondary School General Certificate. Instead they get professional certificates appropriate to their program (e.g., registered nursing certificate or laboratory technician certificate). Since their program of study does not lead to a Secondary School General

Certificate, it appears unlikely that they would go from IHS directly into the future Sultan Qaboos University.

MILITARY SCHOOLS

The Forces' Education Center (FEC) provides general education and language training (Arabic and English) for primary school graduates. Specific job training follows in one of the several military training institutes in the Sultanate.

The Sultan of Oman's Air Force (SOAF) provides a 15-month technical training program for primary school graduates. The course includes general English, general science subjects, and a full trade training program.

The Sultan of Oman's Land Force (SOLF) provides a 15-month technical training program for primary school graduates who wish to be electrical and mechanical technicians. Up to nine months of instruction is offered in such fields as vehicle maintenance, carpentry, and welding.

The Royal Guard Boys' Technical School is a boarding school for boys who are related to active members of the Sultan's armed forces. The curriculum includes a general education program in Arabic and a basic technical education program in English.

Graduates of these training programs at military institutions are not likely to proceed to post-secondary institutions.

The Ghala Military School offers a program of secondary school studies. No details on this school were available at the time of this publication.

PRIVATE SCHOOLS

In 1982-83 there were 18 private schools for Omani students. These schools enrolled 2,221 pupils and employed 162 teachers. The curriculum for private schools that enroll Omani citizens is set by the Ministry of Education and Youth Affairs and is the same as in government schools.

The most celebrated of the private schools in Oman is the Sultan's School in Seeb. Established in 1977, this school offers instruction from pre-primary through grade 12. Founded and sponsored by Sultan Qaboos, the Sultan's School falls under the supervision of the Ministry of the Sultan's Cabinet (or Diwan) Affairs. If has a coeducational and multinational student body. Preference for admission is given to Omani students. Omanis comprise about 70% of the student body; other Arabic-speaking nationalities, about 20%. A few non-Arabic speakers are also enrolled.

In the lower school (primary level), 65% of the instruction is in Arabic; English is taught as a second language. In the middle and upper schools (preparatory and secondary levels), Arabic, social studies, and Islamic studies are taught in Arabic; English, mathematics, and the sciences are taught in English. The secondary school curriculum is college preparatory in nature, offering graduates an academic background suitable for admission to Arabic- or English-medium universities. Successful students may receive one of two diplomas, or both: the Secondary School General Certificate Science Section (issued by the Ministry of Education and Youth Affairs) or the Secondary School Diploma (issued by the Sultan's School).

The grading system in the middle and upper schools is as follows: A = 90-100%; B = 80-90%; C = 70-79%; D = 60-69%; F = below 60%. A secondary school transcript includes the grade averages for each year, the number of periods per week for each class, and a record of results for standardized tests (PSAT, SAT, ACH, and TOEFL). The Sultan's School is a test center for GCE "0" level exams, PSAT, SAT, TOEFL, GRE, GMAT, and Omani government examinations.

Total enrollment in 1983-84 for grades K-12 was 375, a substantial increase from the 1977 enrollment of 115 in grades 3-9. The facilities include a 10,000 volume library, three classroom buildings, sports facilities, and a boarding facility for 100 students.

In 1982-83 there were 21 schools operated by foreign communities in Oman. These schools enrolled 4,063 students and employed 210 teachers. The certificates granted by foreign community schools are not recognized by the Ministry of Education and Youth Affairs.

The Muscat English Speaking School, begun in 1961 at the British embassy, offers classes for some 300 children from ages five to eleven at its new site in Medinat Qaboos. Most children are British. The Salalah English Speaking School also holds classs for expatriate children up to age 11. The Pan Am School provides secondary instruction in English, chiefly correspondence courses for the American system.

There are also private schools for Dutch, French, Indian, and Pakistani children at the primary level. Only the French, Indian, and Pakistani schools provide secondary education.

TECHNICAL EDUCATION

Preparatory Level

Technical education is in the early stages of development in Oman. Two model preparatory schools offering academic and technical training were opened in 1979 with financial assistance from the World Bank. In 1982-83 the model preparatory school for boys in Sohar enrolled 152 students and the school for girls in Ruwi, 316 students.

Academic studies comprise 75% of the curriculum and technical studies, 25%. The basic technical program for boys includes such subjects as metalworking, woodworking, and electricity. The program for girls is composed of domestic science subjects such as home economics, child care and health, and nutrition.

The two model preparatory schools were established in order to introduce technical or practical training into the academic curriculum and to help prepare Omanis for technical jobs. It was thought that these programs would serve as pilot institutions for all preparatory schools in the country. However, their success has been limited by traditional prejudices against technical jobs and by the increasing numbers of Vocational Training Centers (see below).

Graduates of the model preparatory schools may enter any of the secondary school programs, although it is hoped that the best male students will enter the new Industrial Secondary School in Sohar (see section on Technical Education: Post-secondary Level).

Secondary Level

The Industrial Secondary School, which opened in Sohar in 1983-84, offers a three-year program of technical studies (see previous section on Specialized Secondary: Industrial Secondary).

Post-secondary Level

At this time there are no post-secondary technical programs in Oman. However, the second (1981-85) and third (1986-90) Five-Year Plans enunciate the need for the development of technical training in Oman. To this end, the Industrial Secondary School was recently established (see section on Industrial Secondary Education), a post-secondary Higher Technical Institute (HTI) is being readied for 1984 (see below), and a College of Engineering is being planned for the future Sultan Qaboos University (see section on Higher Education). By 1986, it is projected that a full range of technical education opportunities will be in place for graduates of general secondary schools, the Industrial Secondary School, and the Vocational Training Centers.

The HTI is to be a two-year, post-secondary program, offering studies in fields such as electrical, electronic, civil, and mechanical engineering technology; construction; and surveying. A one-semester orientation course will precede the two-year program. It is to include an intensive study of the English language, which will be the language of instruction in the HTI, and an introduction to technical studies.

Admission to HTI is to be based on Secondary School General Certificate results, but the cut-off scores have not yet been established. In addition, policies on the transfer of HTI graduates to the future Sultan Qaboos University are yet to be set, although it is hoped that HTI graduates will be admitted to the third year of university study.

VOCATIONAL EDUCATION

Vocational Training Centers

Vocational Training Centers (VTC's) have been growing rapidly in numbers under the Ministry of Social Affairs and Labor, as the Sultanate seeks to develop a corps of skilled Omani workers and to reduce its heavy dependence upon expatriate labor.

The current network of Vocational Training Centers is an outgrowth of a training program established in Mutrah in 1967 by Petroleum Development of Oman (PDO) for its employees. In 1972 the training program was turned over to the Ministry of Social Affairs and Labor. By the 1983-84 year, the Ministry had opened eight VTC's: two in the capital area (Darsait and Seeb) and others in Saham, Sur, Musana'a, Salalah, Nizwa, and Ibra. Current plans call for the establishment of four more VTC's in the next five years.

The three-year vocational training program is open to primary school graduates, but higher qualifications may be required in the future. Students can attend full-time during the day or part-time during the evening, but only males are accepted as day students. Evening classes, more practical in orientation, are designed for women and other workers who wish to upgrade their skills or learn new ones.

Instruction consists of 35 hours per week for 10 months per year. The curriculum heavily emphasizes practical training, especially in the third year. Academic courses in Islamic studies, English,

Arabic, social sciences, mathematics, and science are offered, but with a practical emphasis. For example, the science course includes principles of physics, but not of biology. Vocational instruction is given in such fields as auto mechanics, air conditioning, building construction, electricity, and secretarial science. In some centers, specializations relevant to regional or local needs are offered; for example, instruction in the operation of agricultural machinery is provided at the VTC in Nizwa.

Enrollment in VTC's grew from 209 in 1976-77 to 1,181 in 1982-83. When the network of VTC's is in full operation, the centers will be capable of graduating 900 to 1,000 students per year. At present, however, enrollment is running 30-40% below capacity.

The three-year VTC program is not considered the equivalent of the regular preparatory program. However, in 1983-84 three VTC graduates entered the new Industrial Secondary School in Sohar. Their progress is being monitored by the Ministry of Education and Youth Affairs which will decide whether VTC graduates can enter the industrial or other secondary programs in the future.

The teaching staff of the VTC's is largely made up of expatriates, primarily Sudanese, Egyptian, Jordanian, Indian, and Pakistani. However, efforts are under way to develop a corps of Omani instructors. Under an arrangement with North East Wales Institute (NEWI), promising students are being identified in the third year for an instructor training program. In this program, students first take one year of additional training at the VTC to upgrade their skills, followed by a year of work. In the third year they participate in a three-month orientation program, emphasizing English language, and then go to NEWI for three months of instructor training. On returning, they will spend one year as an instructor's assistant, and if successful, will qualify to be a VTC instructor. The program replaces an earlier one through the Gulf Technical College (now Gulf Polytechnic) in Bahrain.

Proposed Changes

Two alternatives for the VTC's are under consideration. The first would retain the present structure, but upgrade the content. The second would expand the program to five years. Those students who wish to obtain a Secondary School General Certificate would complete a sixth year, concentrating on academic subjects.

Also under consideration is a name change from Vocational Training Centers to Vocational Training Institutes.

Other Training Programs

Individual ministries and companies offer short-term training programs to upgrade employee skills. The Institute of Public Administration, under the aegis of the Civil Service, offers courses for clerical and administrative personnel employed by the government. Petroleum Development Oman (PDO) operates a training program for its technical and administrative staff. Among the other institutions which offer special training for their employees are Omantel (Oman Telecommunications), Oman Research Department (ORD), the Royal Oman Police, and the Oman Development Bank. These and similar programs are designed to provide job-related training and are not academic in nature.

HIGHER EDUCATION

Abroad

At present there is no higher education available in Oman. However, the establishment of a national university in the near future will help Oman meet its increasing need for scientists, technicians, doctors, agriculturists, and other specialists to continue the development of the country. Current plans call for the opening of Sultan Qaboos University in time to admit its first class in 1986. Until then, Omani students are compelled to go abroad for higher education.

In 1982-83 almost 1,400 Omani students, mainly undergraduates, were enrolled in overseas institutions. The largest populations were in Egypt (369), the United States (260), Jordan (177), and the United Kingdom (147). By the 1983-84 academic year, the number of Omani students in the United States had risen to approximately 550, including a few post-graduates. The number of graduate students abroad is expected to grow in the coming years, as Oman anticipates the need for faculty for the proposed national university.

Sultan Qaboos University

The foundation stone for Sultan Qaboos University was laid in November 1982 at Al-Khoudh, close to Seeb International Airport. A survey of the 10-square-kilometer site has been completed, and a master plan has been established. Work is under way to prepare the university for its scheduled opening in 1986.

The university is to be composed of five colleges: Education and Islamic Sciences, Science, Medicine, Agriculture, and Engineering. A total

student population of 3,000 is projected; the largest number of students are expected to enroll in the College of Education and Islamic Sciences (C.E.I.S.).

Calendar

The University year will be divided into two semesters, each comprised of fifteen weeks of classes, followed by a period for examinations. The school year will run from September to May. An optional summer session will be scheduled.

Admissions Requirements

Students will be admitted into the university upon satisfactory completion of secondary education, whether their studies have been in general or specialized areas. Students from the Agricultural Secondary School and the Teacher Training Institutes will be admitted to their specialized fields if they pass with distinction basic academic subjects. Each of the five colleges within the university will have its own particular requirements for admission, although the final decision will ultimately be made by the University Academic Board.

Course of Study

All University students will study the same foundation courses regardless of their intended majors. This required first-year program is designed to improve the standards of English, consolidate the science background of students from diverse secondary schools, and include basic general requirements (e.g., Arabic, History of Oman, and Islamic civilization). Afterwards, students will begin their studies in one of the five colleges.

College of Education and Islamic Sciences

The Department of Education within the C.E.I.S. will prepare Omani teachers for positions at the preparatory and secondary school levels. The Department of Islamic Sciences will develop means to strengthen and uphold the beliefs and the teachings of Islam among Omanis. In addition, the College will assist with adult education, literacy, technical and continuing education.

College of Science

The College of Science will offer the Foundation of Science course required in the first year at the university and the science courses needed for the other colleges. Degrees will be offered in these disciplines: biology, chemistry, geology, mathematics, and physics.

College of Medicine

The College of Medicine will prepare doctors to meet the country's needs. It will also be active in developing health care facilities and in improving health education.

College of Agriculture

The College of Agriculture will provide courses in agriculture and fisheries. The agriculture courses will include work in plant science, animal sciences, agricultural economics and rural studies, food sciences, field engineering, and power and machinery. The fisheries courses will be comprised of fisheries science and fisheries engineering.

College of Engineering

The College of Engineering will offer undergraduate courses in civil, electrical and electronic, mechanical, and petroleum and mining engineering. A degree program in agricultural engineering will also be offered in cooperation with the College of Agriculture.

Degrees

The amount of time required to complete course requirements in each of the five colleges varies. Table 6 shows time requirements and degree progrms in each of the colleges.

NOTES TO ADMISSION OFFICERS

Verification of Documents

Omani students seeking admission as freshmen at colleges and universities in the United States should present the Marks sheet for the Secondary School General Certificate as evidence of having completed the requisite course of study and examinations for the Certificate. The name of the certificate appears at the top of the Marks Sheet and again in a certification at the bottom of the sheet, where the particular secondary program is specified (i.e., Arts Section, Science Section, Islamic Section, etc.). The English translation may refer to the document as the "Secondary School General Certificate" or the "General Secondary School Certificate," but no distinction seems intended.

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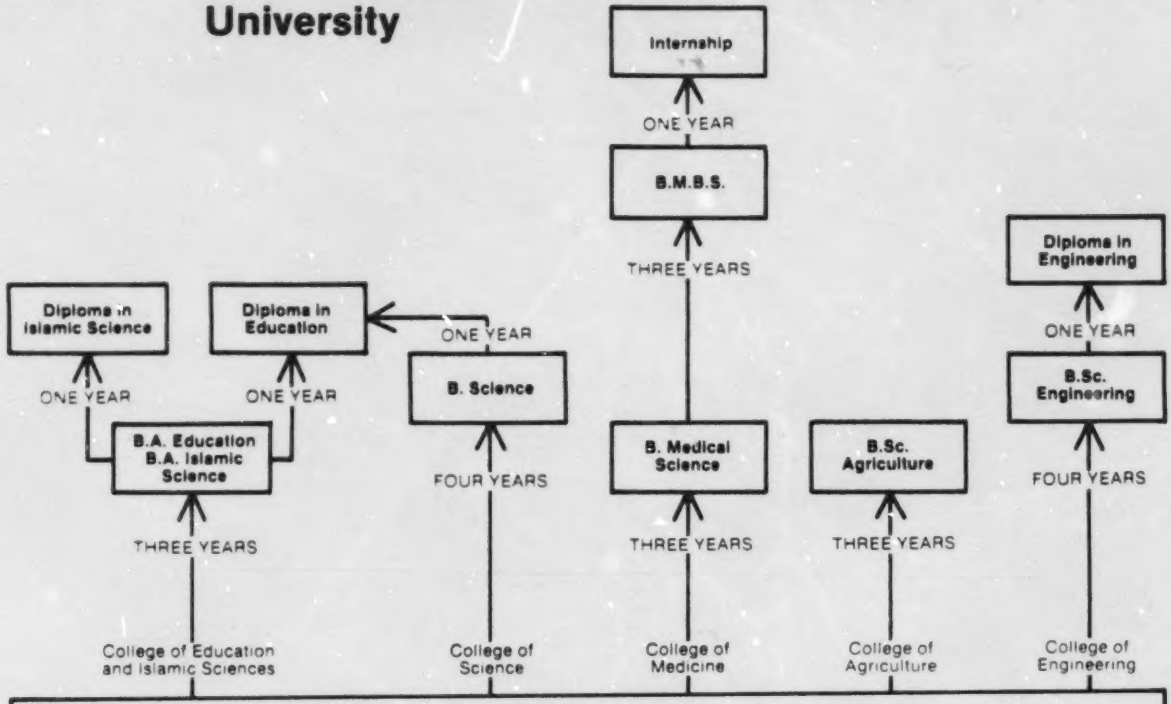
Table 6.—The Academic Structure of Sultan Qaboos University



SOURCE: *"Sultan Qaboos University: The Foundation of Knowledge and Culture." p. 59.*

Editor's Note: The total minimum passing score is 50% of the total maximum score. This is different than the total obtained by summing the minimum passing scores for each subject examination. Furthermore, if a student fails a subject in the first session and passes that subject in the second session, he will only be awarded the total minimum passing score regardless of how high the subject re-take score is.

SULTANATE OF OMAN
MINISTRY OF EDUCATION
Secondary School General Certificate
Marks Sheet 1990-1991

SEAT No : 32 (1)
3 (11)

Student's name :
Nationality :
Place & date of Birth :
Address :
Father's name :
Occupation :

SUBJECTS	MAXIMUM	MINIMUM	MARKS OBTAINED I	II	BEST OF
Islamic Studies	50	25	20	25	
Arabic Language	50	25	33½		
English Language	50	20	17½	20	
Mathematics	120	48	60		
Physics	40	16	16		
Chemistry	40	16	16		
Biology	40	16	20½		
Social Studies	20	8	8		
TOTAL	410	205	191½		205

This is to certify that the student
has completed the prescribed course of study for the Secondary School General Certificate — Science Section and passed the final examination in June 1991

Director of Scholarships and Foreign Relations

Document #1: Secondary School Certificate (Science Section)

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The Marks Sheet for the certificate is issued in English translation through the Ministry of Education and Youth Affairs. The name of the Ministry may appear under its earlier name "Ministry of Education," or with the words "and Youth Affairs" added in a different typed form. The certificate Marks Sheet indicates the student's seat number at the certificate examination, the academic year of the examination, personal data on the student (name, nationality, place and date of birth, address, father's name and occupation), a list of examination subjects and marks, and the month and year of the examination. At the top of the document appears the outline of a fort, inside of which is found the Oman national logo: two scimitars (or swords) criss-crossed in an X with the Omani *khanjar* (or dagger) in the middle. At the bottom of the document appears the signature of the Director-General (or formerly "Director") of Scholarships and Foreign Relations, currently Musa Jaffar Hassan.

Until recently, Omani students were compelled to go abroad for secondary education. Although the Marks Sheet for the Secondary School General Certificate may be issued by the Ministry of Education and Youth Affairs of Oman (as described above), there may be a notation at the bottom of the document that the examinations were held in another country, such as the United Arab Emirates. Admission officers are urged to examine closely the secondary school certificates and other academic documents to verify the country in which the applicant studied. On the other hand, Omani undergraduate applicants may submit the appropriate academic records from other foreign countries, primarily from the Gulf area, but also from such countries as Tanzania and the United Kingdom. In recent months, there have been an increasing number of inquiries about the acceptability of the GED for admission to U.S. colleges and institutions.

At present graduate applicants, whose numbers are expected to grow in the coming years, will submit academic documents from foreign universities. An admissions decision should be based upon the academic records generally required of applicants from the given country.

Authentication of documents may be sought through the Ministry of Education and Youth Affairs in Muscat. However, the Embassy of the Sultanate of Oman in Washington, D.C. will verify documents for purposes of admission to U.S. institutions, and AMIDEAST will provide the same service for scholarship holders.

Interpretation of Documents

The Secondary School General Certificate indicates the results obtained on the certificate examination, as well as the maximum and minimum passing marks for each subject. The closer the "Marks Obtained" are to the "Maximum," the higher the examination results. The further the "Marks Obtained" are from the "Maximum," the lower the examination results. A failing mark is a mark which falls below the stated "Minimum" for a subject.

Students failing one or two subjects on the May examinations may retake them at the time specified by the Ministry of Education and Youth Affairs. A subject score which is below the stated minimum will be underlined or encircled in red. The retake examination score will be given under a new column "II Session" and will figure in a new total. However, both the original subject scores and original total will remain on the Marks Sheet. Students failing the certificate examinations may not reenroll in a secondary school as a regular student, but may sit for the examinations as an external student.

The "Maximum" and "Minimum" marks for each subject and their totals may change from one academic year to another. These marks will vary, according to the type of certificate (i.e., Arts, Science, Islamic, etc.), reflecting the particular emphasis of a given academic program. However, the minimum total passing mark remains fixed at 50%. It is recommended that the admissions officer calculate an overall percentage, as well as a percentage for the individual subjects, particularly those required by the institution for freshman admissions and those related to the applicant's intended major.

Candidates for the Secondary School General Certificate are required to obtain a mark of at least 50% ("Marks Obtained" divided by the "Maximum") on the examination in order to pass. In 1981-82, 93.9% of the students from the regular Arts section taking these examinations passed, whereas 88.2% of their counterparts from the regular Science section succeeded. (See Table 7. This information was not available for all the other secondary certificates.) The top 10% of the successful certificate candidates, whose marks are 80% or higher, are eligible for scholarships for study abroad. While this figure will vary from year to year, students obtaining 70% or higher may be expected to perform satisfactorily in a competitive U.S. institution. Admissions officers are encouraged to read the appropriate sections of the text and to base their decisions

Table 7.—Certificate Examination Results: 1981-82

PREPARATORY Type of School	# Present	# Fail	# Repeat	# Pass	% Pass
Day (i.e., regular)	3985	629	995	2362	59.2%
Evening (i.e., adult)	764	383	235	146	19.1%
Free Studies[1]	304	151	102	51	16.7%
3-yr. system[2]	36	31	5	0	—
Total	5089	1194	1337	2559	50.6%*

*The 3-year system is not included in this total.

SECONDARY SCHOOL—ARTS Type of School	# Present	# Pass	# Repeat	% Pass
Day (i.e., regular)	212	199	12	93.9%
Evening (i.e., adults)	107	49	41	45.8%
Free Studies[1]	13	5	8	38.5%
Free Studies, Law #49[3]	188	41	72	21.8%
3-yr. System[2]	1	0	1	—
Total	521	294	134	56.5%
Islamic Institute	10	10	0	100.0%
Sultan's School	15	10	0	66.6%

SECONDARY SCHOOL—SCIENCE Type of School	# Present	# Pass	# Repeat	% Pass
Day (i.e., regular)	272	240	26	88.2%
Evening (i.e., adults)	15	5	7	33.3%
Free Studies[1]	25	11	8	44.0%
Free Studies, Law #49[3]	0	0	0	—
3-yr. System[2]	0	0	0	—
Total	312	256	41	82.0%
Islamic Institute	13	8	5	61.5%
Sultan's School	0	0	0	—

Table 8.—Secondary School Certificate Examination Repeaters: 1981-82

Level and Type	# Present	# Pass	% Pass
PREPARATORY			
Day (i.e., regular)	974	373	38%
Evening (i.e., adult)	232	83	35%
Free Studies[1]	115	39	33%
SECONDARY SCHOOL—ARTS			
Day (i.e., regular)	12	9	75%
Free Studies[1]	51	33	64%
3-yr. System[2]	2	1	50%
Free Studies, Law #49[3]	80	49	61%
SECONDARY SCHOOL—SCIENCE			
Day (i.e., regular)	26	18	69%
Free Studies[1]	15	9	60%

Table footnotes are referenced on following page.

[1]Free studies is a home-study program which leads to the certificate examinations at the preparatory and secondary school levels.

[2]The three-year system is a home-study program for students who wish to resume their studies after a hiatus of at least three years. Under this system, a student can sit for the preparatory or secondary school certificate examinations after one year of independent study.

[3]Free Studies, Law #49 is a special program which permitted adult learners to bypass the first two years of secondary studies and to sit for the certificate examinations after only one year of home study. Eligibility was restricted to students who were at least 25 years of age, who held the General Preparatory Certificate, and who had a passport issued before the 1980-81 year. Law #49, promulgated in 1980, further limited this accelerated system of study to three academic years: 1980-81, 1981-82, and 1982-83.

SOURCE FOR TABLE 7: *Year Book: Educational Statistics*, p. 269.

SOURCE FOR TABLE 8: *Year Book: Educational Statistics*, p. 271.

on a scale consistent with their institution's degree of selectivity.

Other Considerations

The recent beginnings of foreign language instruction in Oman and the diverse backgrounds of English language teachers are problems facing the English Language Unit of the Ministry of Education and Youth Affairs as it strives to raise English language proficiency in the school system. Standards are improving rapidly under the Unit's direction, and English will become increasingly linked to career opportunities and advanced studies. In fact, Sultan Qaboos University, opening in 1986, will use English as the medium of instruction in the Colleges of Engineering, Science, Agriculture, and Medicine. In the meantime, Omani students who come to the United States for higher education generally need a period of intensive or semi-intensive English. Admissions officers are encouraged to require an English proficiency test such as the Test of English as a Foreign Language (TOEFL) before granting final admission to an academic program. Where adequate proof of English proficiency is lacking, the admissions officer should consider a conditional admission, withholding final admission until the institution's English language standards are met.

Education in Oman has traditionally stressed the memorization of material, but a movement is under way to instill more independent and analytical thinking into the classroom and examinations and to encourage the use of laboratories and libraries. Moreover, Omani students rarely have experience with computer-scored, objective-type tests.

Standardized tests such as the PSAT, SAT, TOEFL, GRE, and GMAT can be taken at the Sultan's School in Seeb. The nearest test site for the MCAT is Kuwait.

In the 1983-84 academic year, there are approximately 550 Omani students in the United States, the majority of whom are under government sponsorship. The AMIDEAST office in Washington, D.C. coordinates the placement of scholarship students into U.S. institutions, working in close cooperation with the Embassy of the Sultanate of Oman. The Embassy itself handles academic advising and financial matters for the Omani students in this country. Some U.S. college counseling is available in Oman, chiefly through the U.S. Embassy in Muscat. In addition, the Ministry of Education and Youth Affairs provides a short orientation program for scholarship recipients.

PLACEMENT RECOMMENDATIONS

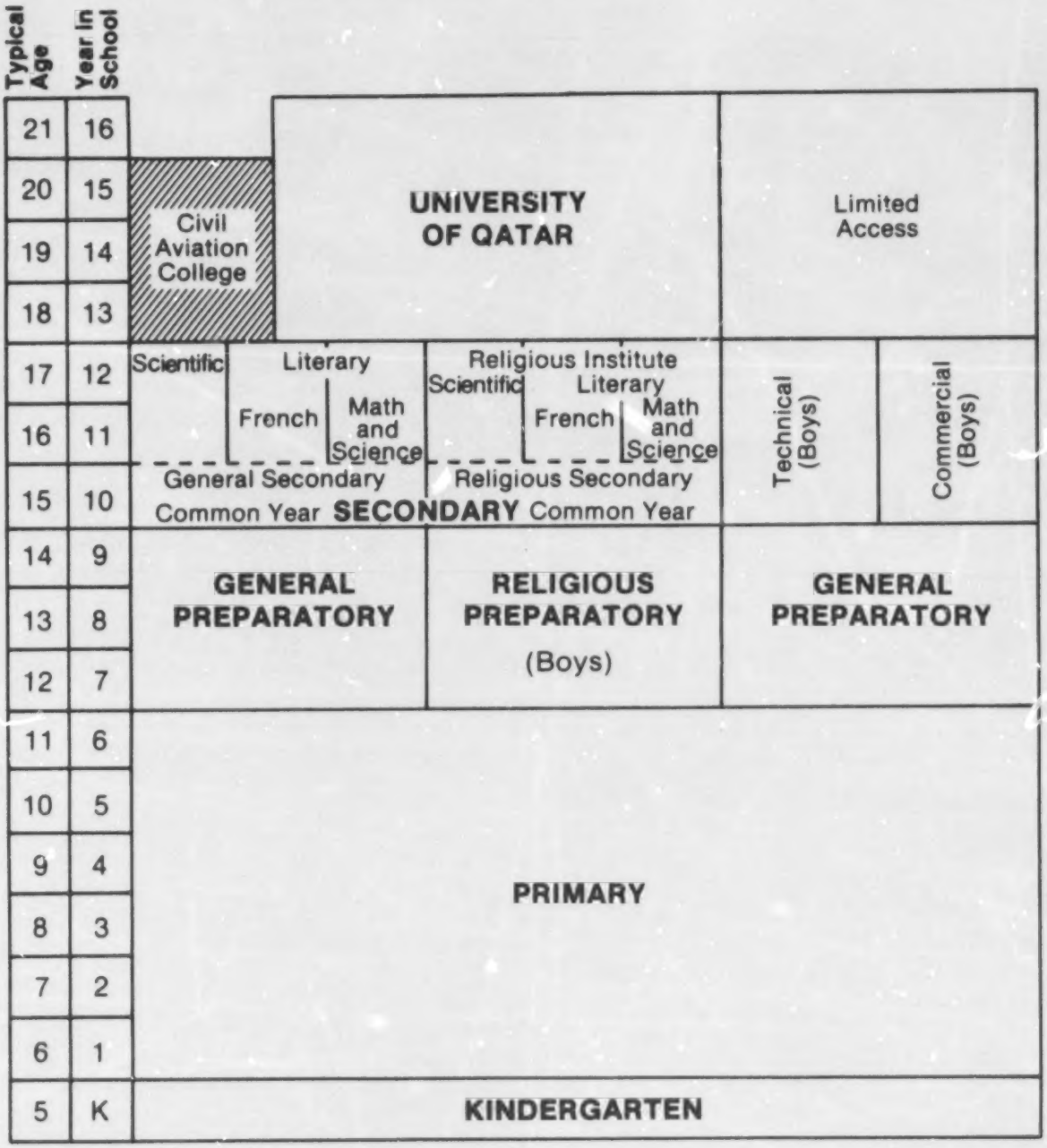
CREDENTIAL	RECOMMENDATION
1. General Preparatory Certificate	Represents 9 years of education. May be considered equivalent to U.S. grades 1 through 9 on a year-by-year basis. See section on Preparatory Education.
2. Health Sciences Certificate	Represents 9½ years of education. The 1984-85 academic year is expected to be the last year that students will complete the old program. See section on Health Sciences and Placement Recommendation #10.
3. Secondary School General Certificate - Arts	Represents 12 years of education. May be considered for freshman admission. Please see sections on General Secondary - Arts and Notes to Admissions Officers. See also Tables 7-8 showing statistics on examination results and grade distributions.
4. Secondary School General Certificate - Science	Represents 12 years of education. May be considered for freshman admission. Please see sections on General Secondary - Science and Notes to Admissions Officers. See also Tables 7-8 on examination results and grade distributions.
5. Secondary School General Certificate - Islamic Studies	Represents 12 years of education. May be considered for freshman admission. Please see sections on Islamic Secondary and Notes to Admissions Officers.
6. Secondary School General Certificate - Mon/Women Teachers' Institute	Represents 12 years of education. May be considered for post-secondary programs where secondary preparation is directly related. Please refer to section on Teacher Training.
7. Secondary School General Certificate - Commercial	Represents 12 years of education. May be considered for post-secondary programs where secondary preparation is directly related. Please refer to section on Commercial Secondary.
8. Secondary School General Certificate - Agriculture	Represents 12 years of education. May be considered for post-secondary programs where secondary preparation is directly related. Please refer to section on Agricultural Secondary.
9. Secondary School General Certificate - Industrial	Represents 12 years of education. Program began in 1983-84 academic year. Since no one has completed the program at the time of this publication, no recommendation is being made. See section on Industrial Secondary.
10. Health Science Certificate	Represents 12½ years of education. Program began in 1983-84 academic year. Since no one has completed the program at the time of this publication, no recommendation is being made. See section on Health Sciences and Placement Recommendation #2.
11. Teacher's Diploma	May be considered for freshman admission based on Secondary School Certificate results. See section on Teacher Training.

Special Notes:

1. A General Primary Certificate, representing 6 years of education, was formerly required for admission to preparatory education. The Ministry of Education eliminated this certificate in 1976. May be considered equivalent to U.S. grades 1 through 6 on a year-by-year basis. See section on Primary Education.
2. University education does not exist at the time of this publication, but is planned to begin in 1986. Please see section on Higher Education.

QATAR

State of Qatar Education System



Qatar

THE COUNTRY AND ITS PEOPLE

Qatar is a small peninsula jutting north from the Arabian Peninsula into the western edge of the Arabian Gulf. The land area is mostly desert with little water or rainfall.

The main natural resources are oil and gas. Total crude oil reserves in Qatar are estimated at 400 million tons. Qatar became a member of OPEC in 1969 and is one of a few OPEC countries which continually has a budget surplus. Perhaps as important as its oil reserves are Qatar's natural gas reserves, among the most extensive in the region.

Qatar has begun an ambitious industrialization plan in an attempt to diversify its economy. Major industries begun in this plan include the Qatar Iron and Steel Company (QASCO), the Qatar Fertilizer Company (QAFCO), the Qatar National Cement Company, the Qatar Flour Mills Company and the Automatic Slaughterhouse.

The country is attempting to develop its agricultural and fisheries industries. There are over 600 farms in Qatar. Agricultural development projects include the Qatar National Fishing Company, the Qatar General Poultry Establishment and the Abu Samra Sheep Breeding Station. In 1979, Qatar's vegetable production equalled 70% of the country's demand, fish production 92.1% and fruit 22.5%.

The country's population was 250,000 in 1981, about 80% of whom live in the capital, Doha. The land area is 4,247 square miles, giving a population density of 58.9 per square mile.

The official language is Arabic, but English is widely spoken. The literacy rate is 40%.

Of the population, 20% are native Qatari, 20% other Arab, 18% Pakistani, 18% Indian, 10% Iranian, 7% European, and 7% other.

Some 95% of the population is Muslim, of which the dominant groups are the Wahhabi and the Sunni sects.

EDUCATIONAL OVERVIEW

Formal public education began on a limited scale in Qatar with the opening of the first primary schools for boys in 1956. Shortly thereafter, schools for girls were introduced, and the first intermediate and secondary schools appeared. Education at all levels is strictly segregated, with students being instructed by teachers of the same sex.

All schools are controlled by the Ministry of Education, which closely regulates curricula, examinations, instructional materials, and the selection and deployment of educational personnel. Responding to the mandate of the Qatari constitution, the Ministry of Education enunciates the following aims:

1) To meet the aspirations of the Qatari society in leading a modern and free life.
2) To build up individuals who are well aware of their role in the human society, directed in their individual and social behaviour by Islamic and national ideas and traditions.
3) To realize social adherence through unification of thought, aims and goals.
4) To preserve the Arab Islamic nature of Qatari society with its traditions and its culture.
5) To stress the fact that human beings are the main elements in the economic and social progress of the country and that the economic independence of Qatar is only achieved through the upraising of the Qatari individual.
6) To encourage knowledge pertaining to scientific and technological achievements in the modern world and the adoption of these in conformity with the Arab Islamic nature of the Qatar society.
7) To create cooperative links between Qatar and friendly countries and international organizations in educational and cultural fields.
8) To encourage the mutual exchange of knowledge and culture.
9) To cooperate in all efforts destined to preserve and improve human culture at an international scale.

Although education is not compulsory in Qatar, the State has provided many and varied inducements to those who attend school. Among these are transportation, clothing, school supplies and meals. No tuition fees are charged, and all books and materials are free. All students are further entitled to free medical, dental and optical care, which is administered in school clinics, mobile health facilities and at other specialized locations. Psychological counseling and social work services are available to students and their families. Limited educational services are provided to students with visual and hearing disabilities.

Access to education is open, but is restricted at the higher levels to those who successfully complete the preparatory level for admission to secondary schools and the secondary level for admission to university. Access to university and further training opportunities may also be affected by one's sex and nationality.

Qatari male students who score above 70% on the General Secondary Education Examination may be given the opportunity to pursue higher education abroad at government expense. Such scholarship assistance is fairly generous, amounting to payment for all expenses incurred in addition to a "salary" or stipend for personal expenses. Current payments often exceed 80,000 **QR** annually (over $20,000). Women may be eligible for similar aid if they live overseas with husbands, brothers or fathers while studying. Scholarships are available to non-Qataris whose parents are government employees of long standing, with benefits at half that granted to citizens.

The Educational System

Education in Qatar is organized on a three tier basis (6-3-3), with primary, preparatory, and secondary schools. Prior to enrolling in secondary schools, students must pass a final examination leading to the General Preparatory Certificate. Secondary schools for most students consist of a common first year (grade 10) and literary or scientific sections for the final two years. Male secondary students may also choose to enroll in general secondary, commercial, technical or religious schools. One of four secondary school credentials (see Secondary Education) is granted upon successful performance on the appropriate final examination following the third year (grade 12).

Admission to the University of Qatar is open to all Qataris with the general or religious secondary certificate. Technical and commercial school graduates may be required to achieve 70% on the secondary exam. Because of space limitations, non-Qatari women may be unable to attend the University. No women are permitted to study engineering or marine science at the university.

In the school year 1982-1983, enrollments were as follows:

Primary	28,219	47.8%	Female
Preparatory	10,493	50.1%	Female
Secondary	6,280	52.5%	Female
University	3,851	61.2%	Female

The Ministry of Education employs 5,122 persons, of whom 4,119 are teachers. Qataris number 1,465, of whom 688 (46.9%) are female.

Literacy and Adult Education

Literacy and adult education programs enjoy a high priority in Qatar. Nearly 9,000 students attended evening classes in 1982-1983. Of these, approximately one-third were women. Children and adults are often enrolled together in classes structured comparably to that of the day schools. Evening schools meet for four hours each of six days a week. Students are permitted limited acceleration of the school program and may be able to complete the 12 year program in 6-8 years. Young children may attend evening schools because of family and job responsibilities during the day. Literacy education is conducted formally in schools and non-traditionally in students' homes. Students may elect to visit school sites for instruction and practice, or may receive lessons and visiting tutors in their homes.

Nationality

Of the 250,000 persons living in Qatar, fewer than 50,000 are indigenous Qataris. The majority of the population is made up of expatriates from a variety of nations. These workers and their families serve in their positions at the pleasure of the Qatari government and may not remain in the country without express permission to do so. Only Qataris may hold citizenship, obtain passports, own real property, and gain full access to the benefits of Qatari society. Immigrants and their families may benefit from educational opportunities and social services to a limited extent. "Qatarization" programs plan to reduce the number of non-Qataris in official positions and to restrict access to education and training. Although most of the teachers in schools at all levels are non-Qataris, all significant administrative positions are held by Qataris. Qatari nationals draw larger salaries, may own property, and are free to invest in the burgeoning economy of the country. Qataris have open access to higher education while non-Qataris have limited access. Non-Qatari women may soon find it impossible to enter the University of Qatar. Immigrants will probably continue to enjoy some access to education, however, because the educational facilities appear to be larger than needed to accommodate all the Qataris in the traditional educational age range.

Women in Education

Educational opportunities for women in Qatar are limited to segregated female schools offering primary, preparatory, and general secondary certificates. Married female students may not attend

regular day classes offered by the schools, rather they must complete their education through the night school program. Enrollment at the religious, commercial, and technical secondary schools, the Regional Training Center, the Civil Aviation College and the Health Training Institute is open to male students only. (Female students were admitted to the nursing program at the Health Training Institute from 1968 through 1981. However, the program has been suspended for the last two years but may reopen in the near future.) Women who are academically qualified may choose to attend the University of Qatar for postsecondary education. They are not permitted, however, to enroll in the University's Faculty of Engineering and the Department of Marine Sciences in the Faculty of Science. The majority of female students enrolled at the University of Qatar are Qatari women majoring in education.

PRE-PRIMARY EDUCATION

The concept of the kindergarten is a relatively new development in Qatar. Basic pre-primary education is being conducted by private schools that are supervised by the government. Pre-primary training is not required for entry into the Qatari elementary education system.

PRIMARY EDUCATION

National education began in 1956 with the organization of the Ministry of Education. Seventeen elementary schools for males were opened with a total enrollment of 1,333 students and 80 teachers. In 1957 primary education for females began with the opening of two schools for 451 students and 14 women teachers.

Primary education in Qatar consists of grades one through six. A student can enroll in first grade at the age of six. Students are instructed in the Holy Qur-an and religious studies, Arabic, arithmetic, science, history, geography, drawing and physical education. The language of instruction is Arabic. However, beginning in the fifth year of primary school, all students are instructed in English as a foreign language for five periods a week. Each class period consists of 45 minutes of instruction. The primary school course of study is shown in Table 1.

Students must pass standardized examinations at the end of the sixth year in order to be promoted to preparatory education. In 1982-83, 28,219 students were enrolled at the primary level, 47.8% of whom were female.

Table 1.—Primary School Curriculum

Subjects	Grade Level					
	1	2	3	4	5	6
	Hours per Week					
Religious Education	6	6	6	6	6	6
Arabic	12	12	10	10	8	8
English	—	—	—	—	5	5
Arithmetic	5	5	5	6	6	6
General Science	2	2	4	4	4	4
Social Studies	—	—	1	2	3	3
Art	2	2	2	2	2	2
Physical Education	3	3	3	3	2	2

Source: Government of Qatar, Ministry of Education (unpublished material, 1982).

PREPARATORY EDUCATION

Education at the preparatory (or intermediate) level comprises grades seven, eight and nine and continues with the basic curriculum of primary school. Home economics has been added to the curriculum for female students. Male students may choose to follow either the general or religious curriculum at this point (see educational chart). Table 2 illustrates the preparatory school course of study. Enrollment at the preparatory schools totalled 10,493 in 1982-83, with female students comprising 50.1%. At the end of six years of primary education and three years of preparatory school, students sit for the General Preparatory Education Certificate Examination. Those who are successful in passing this examination are entitled to attend any three-year secondary school.

Table 2.—Preparatory School Curriculum

Courses	Grade Level		
	1(Seventh)	2(Eighth)	3(Ninth)
	Hours per Week		
Religious Education	5	5	5
Arabic	7	7	7
English	6	6	6
Mathematics	5	5	5
Social Studies	4	4	4
General Science	4	4	4
Art	3	3	3
Home Economics (Females)	2	2	2
Physical Education	2	2	2

Source: Government of Qatar, Ministry of Education (unpublished material, 1982).

SECONDARY EDUCATION

An Overview

Secondary education in Qatar is a three-year cycle comprising grades ten, eleven and twelve. Students who are awarded the General Preparatory Education Certificate are eligible to continue their education in the secondary school system. Male students may choose among the general secondary, commercial, technical, or religious secondary schools. The enrollment of female students, however, is restricted to academic secondary schools only. The academic year for all secondary school instruction begins in September and ends in June.

In 1982-83, secondary school enrollment in Qatar totalled 6,280 students of whom 52% were female. Throughout the secondary system, Arabic is used as the language of instruction with the exception of English language classes. English as a foreign language is taught with a communicative approach for a minimum of six periods per week throughout the three years of secondary instruction.

The Ministry of Education has created a centralized Department of Curricula and Audio-Visual Aids to provide all schools in Qatar, primary through secondary, with an integrated system of textbooks, teaching guides, laboratory equipment and supplies, and audio-visual aids. Textbooks are developed in Qatar through adaptation of U.S., British and other European books, in an effort to provide standardization of the curricula. Each student is provided all textbooks, cassettes and supplies free-of-charge by the Ministry.

Facilities in the institutions visited seemed to be adequate. Laboratory facilities appeared to be below the standard that is currently available in the United States and students seem to participate less in the laboratory experiments.

At the end of each academic year of secondary school, standardized promotional examinations are given to all students. Students must achieve a minimum percentage in order to qualify for entry into the next grade level. The promotional examination certificates, awarded after the first and second year of secondary study, are available for review by U.S. admissions officers.

Credentials awarded upon the completion of secondary education are: (1) the General Secondary Education Certificate (*thanawiya*); (2) the Diploma of Commerce (*thanawiya fanni*); (3) the Secondary School Technical (Trades) Certificate (*thanawiya sina'ah*); and, (4) the Certificate of Secondary Institute for Islamic Studies (samples follow this report). One of these certificates, translated into English, should be required of any Qatari student who is applying for undergraduate admission to a U.S. institution. Stamped and signed copies of the certificate should be received from the Cultural Division, Embassy of the State of Qatar, 600 New Hampshire Ave., Suite 1180, Washington, D.C. 20037.

The secondary school certificates are issued by the Ministry of Education and include the following information: (1) type of certificate and area of emphasis (e.g., the Qatari General Secondary Education Certificate - Scientific Section); (2) the year in which the student sat for the examination; (3) the subjects that comprised the student's curriculum in which he was examined; and, (4) the maximum/minimum marks (grades) for each subject and the grades achieved by the student in each subject under the heading "Marks Obtained."

The division of the "Marks Obtained" by the "Total Maximum Marks" gives a percentage indication of the student's overall academic achievement. The same principle can be applied on a subject-by-subject basis. Students sit for the examinations in June during the First Session and must receive a minimum amount of marks to pass. The amount of marks needed is dependent upon the type of secondary education completed. If a student does not receive the minimum marks to pass but has not failed more than three subject examinations, he may retake the individual subject examinations in September during the Second Session in order to raise the average. If the student is successful, he will be awarded the certificate with an indiction that it was completed in the Second Session as a retest. If a student is not successful in passing the retest, he must repeat the entire third year of secondary school before being permitted to again attempt the examinations. Further information on transcript evaluation and placement of students can be found in Notes to Admissions Officers.

General Secondary Education

In the first year of secondary school, all students follow a common curriculum consisting of Islamic studies, Arabic, English, mathematics, history, civics, physics, chemistry, biology, and physical education. Home Economics has been added to the curriculum for female students. The general secondary schools offer both the scientific and

literary sections, with students choosing either section at the beginning of the second year (grade 11). In the Scientific Section, emphasis is placed on the study of physics, chemistry, biology and mathematics. The Literary Section is further divided into two options: Mathematics and Science; and French. Students choosing the Literary Section study more Arabic, English and social studies. Table 3 shows the general secondary course of study and examples of the mathematics portion of the General Secondary Education Certificate Examination. At the end of their secondary education, students sit for the General Secondary Education Certificate Examination. Those who pass the examination are awarded the General Secondary Education Certificate (*thanawiya*) in either the Scientific or Literary section. Table 4 shows the grade distribution for students who sat for the General Secondary Education Certificate Examination, both literary and scientific sections, in 1979-80, the latest year for which figures are available. The General Secondary Education Certificate (*thanawiya*) entitles students to continue their education at the university level.

Table 3.—General Secondary School Curriculum*

Grade Level— Subjects	1 (Tenth) General	2 (Eleventh) Science	2 (Eleventh) Literary	3 (Twelfth) Science	3 (Twelfth) Literary
		Hours per Week			
Religious Education	5	4	4	3	3
Arabic	6	6	9	6	9
English	6	6	8	6	8
History	2	—	3	—	3
Geography	2	—	3	—	3
Social Studies	1	—	1	—	—
Sociology	—	—	2	—	—
Philosophy & Psychology	—	—	—	—	3
Contemporary Mathematics	5	8	2	8	2
Physics	2	3	—	4	—
Chemistry	2	3	—	3	—
Biology	2	3	—	3	—
History of Science	—	—	—	1	—
Scientific Methodology	—	—	—	1	—
Art	1	1	1	1	1
Physical Education	2	1	1	1	1
Home Economics (Females)	1	1	1	1	1

Source: Government of Qatar, Ministry of Education (unpublished material, 1982)

*Students follow a common curriculum during the first year and must choose either the science or literary section for the final two years of secondary education.

Sample Questions: Differential Calculus, General Secondary Education Certificate Examination (Science Section), 1982-83

Note: Students have two and one-half hours to complete six of seven problems provided. Space does not permit inclusion of all seven problems. What follows is representative of the questions.

First Problem:

I. Prove the following Theorem: "If the non constant polynomial g(x) is divided by h(x) = x-a, where a is constant, then the remainder is a constant and is equal to g(a)."

II. If $g(x) = x^3 + x^2 + ax + b$ is divided by h(x) = x + 1 and the remainder is g, and if d(x) = x - 2 is a factor of g(x). Find a and b.

III. Prove that Bolzano's Theorem applies to the function $f(x) = x^2 - 4x + 3$ where $x \in [2,4]$ then find c where f(c) = 0.

Fifth Problem:

I. Given f(x) = x(x-3), show that Rolle's Theorem is satisfied on this function for the Interval [o,3], then find c where f'(c) = 0.

II. Using differentials on the M.V. Theorem, find an approximation to $(1.03)^5$

Table 4.—Grade Distribution for Qatari General Secondary Examination, 1979/80

	Scientific Section				Literary Section Math & Science				Literary Section French				
	Boys	Girls	Total	%	Boys	Girls	Total	%	Boys	Girls	Total	%	
90-100%	1	1	2		0	0	0		0	0	0		Qataris
	28	21	49		0	0	0		1	1	2		Non-Qataris
	29	22	51	8%	0	0	0	0%	1	1	2	0%	Total
80-89%	7	13	20		0	2	2		1	8	9		Qataris
	34	34	68		1	0	1		0	7	7		Non-Qataris
	41	47	88	14%	1	2	3	1%	1	15	16	5%	Total
70-79%	23	18	41		11	24	35		2	37	39		Qataris
	51	28	79		5	1	6		0	16	16		Non-Qataris
	74	46	120	19%	16	25	41	12%	2	53	55	17%	Total
60-69%	35	27	62		65	51	116		9	63	72		Qataris
	51	34	85		8	9	17		5	24	29		Non-Qataris
	86	61	147	23%	73	60	133	39%	14	87	101	31%	Total
50-59%	21	26	47		42	44	86		18	60	78		Qataris
	57	17	74		8	8	16		4	25	29		Non-Qataris
	78	43	121	19%	50	52	102	30%	22	85	107	33%	Total
40-49%	23	18	41		10	25	35		7	16	23		Qataris
	19	17	36		1	5	6		2	3	5		Non-Qataris
	42	35	77	12%	11	30	41	12%	9	19	28	9%	Total
Less than 40%	7	12	19		1	17	18		8	8	16		Qataris
	7	4	11		1	2	3		2	0	2		Non-Qataris
	14	16	30	5%	2	19	21	6%	10	8	18	5%	Total
Totals	127	115	242		129	163	292		43	192	235		Qataris
	238	155	393	100%	24	25	49	100%	15	76	91	100%	Non-Qataris
	365	270	635		153	188	341		58	268	326		Total

Commercial and Technical Education

Vocational training is available for male students at the secondary level in the three-year commercial and technical schools. The commercial school provides males with a three-year course of study in business training at the secondary level. Technical education is offered by the Doha Technical School, whose 1983 enrollment totaled 74 Qatari students and 6 non-Qataris. This school offers six specializations: general metals; woodworking; general electricity; auto mechanics; air conditioning and refrigeration; and machine shop. The curriculum is the same as the academic stream with the addition of the technical subjects. Students meet for 42 periods per week, with 24 periods of academic instruction and 18 periods of workshop for technical subjects.

Students who successfully complete a course of study offered by the commercial and technical schools are awarded the Diploma of Commerce (*thanawiya fanni*) or the Secondary School Technical (Trades) Certificate (*thanawiya sina'ah*). Students who have obtained either of these certificates may apply on a limited basis for further education at the University of Qatar or institutions abroad.

Religious Education

The religious schools offer education at both the preparatory and secondary levels. The Secondary Institute for Islamic Studies offers a six-year post-primary program as well as a three-year post-preparatory program, enrolling approximately 300 students. In addition to intensive religious theory and Qu-ran, Hadith and Islamic jurisprudence, students study all the other subjects of the general secondary schools and also choose between literary or scientific sections after completion of the first year. At the end of grade twelve, students sit for the Religious Secondary Certificate Examination and, if successful, are awarded the Certificate of the Secondary Institute for Islamic Studies. This certificate is equivalent to the General Secondary Education Certificate (*thanawiya*) and prepares the student for university admission.

Private Secondary Education

Private secondary instruction is offered through Indian, Pakistani or British schools. These schools follow the curriculum of the home country and are not regulated by the Ministry of Education of Qatar.

TEACHER TRAINING

In the past, Qatar depended heavily on expatriates from other Arab countries to staff their schools and training centers. In 1962, a Teacher Training Institute for men was established to prepare primary school teachers. The equivalent for women was opened five years later. Holders of the General Preparatory Education Certificate were admitted and received training for three years to become qualified teachers at the primary level.

These two institutes were then developed in 1973 as the Higher Teacher Training Colleges, one for men, the other for women. These colleges provided the basic foundation for the University of Qatar which officially opened in 1977 and graduated the first class of students who had begun their studies at the Higher Teacher Training Colleges. Today, teachers at all levels (primary, preparatory, and secondary) are required to obtain a bachelor's degree. Please refer to the section on Higher Education for further detail.

VOCATIONAL TECHNICAL EDUCATION

The Technical High School in Doha offers the only technical program at the secondary level (please see the section on secondary education). The Civil Aviation College provides technical education at the post-secondary level, and is described in the section on higher education. The only other vocational technical education available in Qatar is provided by the Health Sciences Institute and by the Center for Training and Career Development. Neither of these centers' programs is integrated with other education in Qatar; none of the programs is strictly secondary or post-secondary (see discussion of entrance qualifications below).

The Health Sciences Institute

Organized in 1968, with the assistance of a UNDP* grant, the Health Sciences Institute is now under the total control of the Qatari Ministry of Health. It offers post-preparatory programs of study: the Diploma of Nurse, and the Diploma of Health Inspector. The nursing program was at first intended to train professional nurses, but has not yet done so. Problems with English language study have tended to slow down progress in this area. At the present time, the nursing program consists of a

*United Nations Development Program.

nursing aide course of study open to males only. It is expected that a temporarily suspended similar program for female students will be reinstated in the near future. The program of study is three years in length and is roughly parallel to the curriculum in secondary schools. The Ministry of Health hopes that graduates will pursue further education to become registered nurses, and is currently seeking to make cooperative agreements with nursing schools in Bahrain, the United Kingdom and Ireland.

The Health Inspector or "sanitarian" program is open to male students who have completed their preparatory certificate. Students prepare for employment in the public sector as public health workers in food inspection, rodent and insect control, solid waste management, water purification, disease control, etc. The program is three years in length and roughly parallel to that of the secondary schools.

The Center for Training and Career Development (The Regional Training Center)

The Center for Training and Career Development, sometimes called the Regional Training Center, provides a wide variety of technical training opportunities to male students who have completed primary school and are at least 14 years old. Many students have completed more education and most are older than 14, but it must be noted that of 500 students enrolled in November 1983, only nine held the General Secondary Education Certificate.

The Center offers specific training in carpentry, welding, electrical technology, refrigeration and air conditioning, automobile technologies, and clerical skills, among many others. Its students are frequently employees of government and private industry who are referred, under contract with the Center, for training. The Center also trains members of the armed forces in various disciplines including English language.

In recent years, the Center has begun instruction to coincide with Part One Examinations of the City and Guilds of London Institute. While such examinations may eventually lead to advanced training in the United Kingdom, the completion of a Part One Examination is not sufficient for university placement.

POST-SECONDARY TECHNICAL EDUCATION

Civil Aviation College (Gulf States)

The Civil Aviation College (Gulf States) was established by the Arabian Gulf states of Bahrain, Qatar, the United Arab Emirates and the Sultanate of Oman as a regional institution to train their nationals in the various fields of civil aviation. The United Nations Development Program (UNDP) and the International Civil Aviation Organization (IOCA) were requested by the member states to assist in the initial development of the College, located in Doha. The Civil Aviation College was opened in 1977 and by 1979 over 150 students were enrolled in the following regular professional courses:

AIR TRAFFIC CONTROL (4 semesters)—This course includes a comprehensive study of the equipment, procedures and practices used to control aircraft in flight and on the ground.

AERONAUTICAL METEOROLOGY (5 semesters)—This course includes a detailed study of the world's weather and climate plus training in meteorological observation procedures and techniques based on the standard recommended practices of the International Civil Aviation Organization and World Meteorological Organization. The theories and laws governing the physical processes that take place in the atmosphere are studied and used as a basis for meteorological analysis and forecasting performed by aeronautical meteorological officers.

AERONAUTICAL RADIO MAINTENANCE ENGINEERING (6 semesters)—This course initially consists of a broadbased technical program in electronics and telecommunication engineering. This is followed by training in the operation and maintenance of radio equipment used in aeronautical communication and navigational systems throughout the world.

The syllabus of each of the regular courses is set to an international standard. As the basic language of communication in international civil aviation is English, all of the courses at the College are conducted in English. Candidates who do not have a high standard of English proficiency are required to register for a preparatory program of up to two semesters before beginning the regular technical training program. The preparatory course is designed to enable students to become fluent in English language as well as to review their understanding of mathematics and science.

To qualify for admission to the regular course at the College, students are required to have completed secondary schooling, preferably in scientific or technical subjects, and to have earned the appropriate secondary certificate in their country.

HIGHER EDUCATION

Higher education, under the control of the Ministry of Education, began formally in the 1973-74 academic year with the establishment of two Faculties of Education (men's and women's). These faculties were also known as the Higher Teachers Training Colleges (men's and women's) and were located in Doha.

In 1977, these faculties became the University of Qatar, which was intended (by law) to be "a modern Islamic university." That same year, the first class of 38 males and 79 females graduated. As in all other public education in Qatar, men and women are not taught in the same classes.

Prior to 1973 all Qatari students seeking higher education had to study abroad. Indeed, that tradition remains with some 650 Qatari students in the United States in the 1982-83 academic year, a figure which represents 55% of all Qatari students who were studying abroad.

The University of Qatar academic year is divided into two 16 week semesters and two six week summer sessions. The language of instruction for all colleges is Arabic. The university has a central library with 115,000 volumes and 1,561 periodical and journal titles. The grading system and intended distribution of grades appear below:

A	= Excellent	5 points (7-10%)
B	= Very Good	4 points (15-20%)
C	= Good	3 points (40%)
D	= Pass	2 points (30%)
F	= Fail	0 points (7-10%)

Admissions Requirements

The entrance requirement for the two-year Certificate in Elementary Teaching is the General Secondary Education Certificate. The certificate program consists of 72 credit hours. This program, which allows the holder to teach at the primary school level, has been in existence since 1973 when the faculties of education were founded. Most teachers (and all non-Qatari teachers) are now required to have a bachelor's degree to teach at the primary level. A similar certificate (with the same name) was offered in an evening program which was in existence from 1973-1979 to provide certification for teachers who had received their training at the secondary level.

The entrance requirement for the one-year General Diploma in Education program is a bachelor's degree or equivalent; the entrance requirement for the one-year Special Diploma in Education program is a B.Ed. or the General Diploma in Education.

The admissions requirements to baccalaureate degree programs and the Certificate in Elementary Teaching programs vary for males and females as follows:

Males: General Secondary Education Certificate (*Thanawiya*) with any passing grade, OR

Certificate of Secondary Institute for Islamic Studies, with any passing grade, OR

Secondary School Technical (Trade) Certificate (*thanawiya sina'ah*) with an average of 70%, OR

Diploma of Commerce (*thanawiya fanni*), with an average of 70%.

Females: General Secondary Education Certificate (*thanawiya*) with any passing grade (non-Qatari girls are required to score at least 70%; as enrollment pressures increase, non-Qatari females may not be allowed to enter the university). Females do not receive the religious, technical, or commercial certificates in Qatar.

Degree Requirements

All baccalaureate degrees require completion of 144 credit hours distributed as follows: English (eight credit hours); Islamic studies (four); electives (12); major (60-65); minor (25-30); faculty requirements (30 credit hours from the faculty in which the major is located).

Graduate Programs

Graduate study is not offered at the University of Qatar. The university is considering graduate programs, but intends to expand programs at a deliberate pace.

University of Qatar

Enrollment: 3,751 in 1982-83; estimated at 4,200 in 1983-84.

Faculties: Education, Humanities and Social Sciences, Science, Islamic Studies, Engineering.

Faculty of Education

Founded: 1973

Certificate in Elementary Teaching/two years; B.Ed./B.A. & Ed./B.S. & Ed./B. Home Ec. & Ed./four years/Foundations of Education, Educational Planning and Educational Administration, Curriculum and Methods of Teaching, Educational Psychology, Mental Hygiene, Educational Technology, Home Economics, Art Education; Physical Education (in planning stage); General Diploma in Education/one year; Special Diploma in Education/one year.

Faculty of Humanities and Social Sciences

Founded: 1977

B.A./four years/Arabic Language and Arabic Journalism, English and Modern European Languages, Geography and Regional and Urban Planning, History and Library Sciences, Philosophy, Sociology, Social Work.

Faculty of Science

Founded: 1978

B.S./four years/Chemistry, Physics, Botany, Zoology, Marine Sciences (enrollment not open to women), Geology, Mathematics.

Faculty of Islamic Studies

Founded: 1978

B. of Sharia and Islamic Studies/four years/(Islamic) Creed and Comparative Religion, Islamic Call and Culture, Commentary of Koran and "Hadith" (Islamic) Jurisprudence and its Origin.

Faculty of Engineering (enrollment not open to women)

Founded: 1981

B.Engr./four years/Electrical Engineering, Mechanical Engineering, Civil Engineering, Chemical Engineering.

ENGLISH LANGUAGE TRAINING

The prescribed curriculum for all Qatari students includes coursework in English language beginning in the fifth year. Despite this concentration of eight years, Qatari students are among the lowest scoring groups on the Test of English as Foreign Language (TOEFL). Reasons for this are not certain, especially considering the frequent use of English encountered in Qatar everyday life. The Ministry of Education has mandated the use of the Crescent English Series from Oxford University Press as its approved curriculum. This series emphasizes the "communicative approach," in which students are encouraged to develop conversational skills, at the possible expense of grammar and structure. It was further observed that Qatari students may be exposed to "British" English rather than "American" English. Whatever the problem, Qatari students should be expected to show a continuing weakness in English in the next few years under current circumstances. TOEFL scores should be required and institutional examinations for ESL placement may be necessary.

NOTES TO ADMISSIONS OFFICERS

Table 4 shows the grade distribution for the General Secondary Examination (*thanawiya*), first session, 1979-80. The admissions officer may use the table to establish the range of selectivity appropriate for his/her institution. Please note that the statistics are divided into the Scientific Section, Literary Section-French, Literary Section-Math and Science, and within each stream, by male and female and Qatari and non-Qatari students.

Institutions with experience in accepting students from backgrounds other than the traditional academic stream may wish to give consideration for admission to students from technical and commercial streams. It should be noted that their education contains less academic course work than is normally found in an academic secondary stream. In addition students from technical and commercial streams are usually considered to be less well prepared and usually are inadmissible to universities in their own countries.

It is the intention of the University of Qatar that grades be distributed approximately in the percentages listed under "Grading System and Intended Distribution." These percentages are not the result of an institutional study and may not represent the precise distribution of grades.

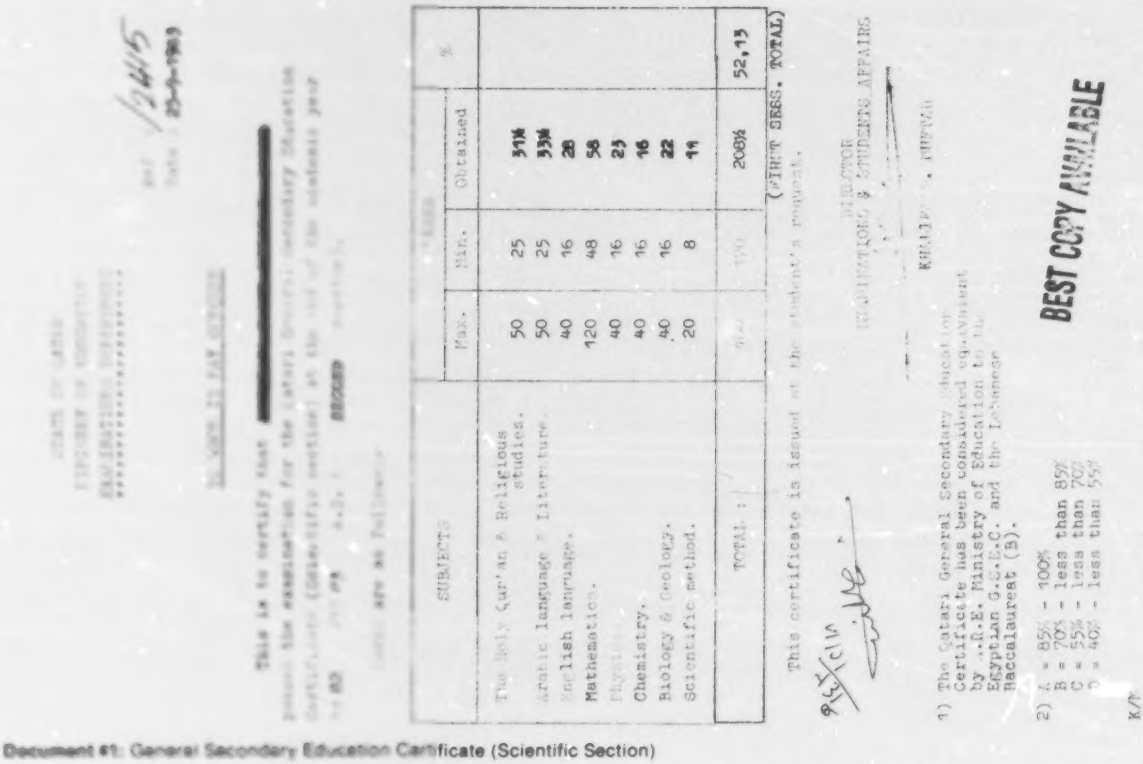
It should be noted that a "D" or "Pass" grade carries with it no dishonor, although Qatar University officials would recommend a minimum of "C" or "Good" for consideration for admission to graduate study. Finally, University of Qatar officials indicate that because the University is new, and because Qatar is making every possible attempt to develop Qatari manpower, Qatari students are rarely failed.

PLACEMENT RECOMMENDATIONS

CREDENTIAL	RECOMMENDATION
1. Kindergarten through secondary	Placement on a year-for-year basis.
2. Center for Training and Career Development (Regional Training Center) Diploma	Represents vocational training which may begin after primary school completion and age 14. Not in itself a basis for admission. May be considered for placement on other academic qualifications. See section on Vocational Technical Education in the text.
3. Health Training Institute Diploma of Nurse and Diploma of Health Inspector	Represents twelve years of education. Normally not considered for admission to academic programs, but may be considered for programs of study when background is appropriate. See section on Vocational Technical Education in the text.
4. General Secondary Education Certificate, Certificate of Secondary Institute for Islamic Studies and the Teacher Training Certificate (prior to 1973)	Represents twelve years of education. May be considered for freshman admission. See Notes to Admissions Officers and table showing statistics of grade distribution on General Secondary Education Certificate.
5. Secondary School Technical (Trades) Certificate and the Diploma of Commerce	Represents twelve years of education. May be considered for freshman admissions where secondary preparation is directly related. Please see Notes to Admissions Officers and Secondary Education in the text.
6. Civil Aviation College Diploma in Air Traffic Control	Represents two years of post-secondary technical instruction. May be considered for undergraduate admission with possible transfer credit on a course-by-course basis not to exceed 30 semester hours of lower division credit. See section on Higher Education in the text.
7. Civil Aviation College Diploma in Aeronautical Meteorology	Represents 2½ years of post-secondary technical instruction. May be considered for undergraduate admission with possible transfer credit on a course-by-course basis not to exceed 45 semester hours of lower division credit. See section on Higher Education in the text.
8. Civil Aviation College Diploma in Aeronautical Radio Maintenance	Represents three years of post-secondary technical instruction. May be consdered for undergraduate admission with possible transfer credit on a course-by-course basis not to exceed 60 semester hours of lower division credit. See section on Higher Education in the text.

Placement Recommendations *(continued)*

CREDENTIAL	RECOMMENDATION
9. University of Qatar Certificate in Elementary Teaching	Represents two years of post-secondary teacher training. May be considered for undergraduate admission with transfer credit on a course-by-course basis not to exceed 60 semester hours of lower division credit.
10. University of Qatar Bachelor's Degree	Considered comparable to a U.S. bachelor's degree. See Notes to Admissions Officers.
11. University of Qatar General Diploma in Education and Special Diploma in Education	Represents additional undergraduate coursework in education. Placement should be based on other qualifications.



SUBJECTS	Max.	Min.	Obtained	%
The Holy Qur'an & Religious studies.	50	25	51%	
Arabic language & literature.	50	25	53%	
English language.	40	16	28	
Mathematics.	120	48	58	
Physics.	40	16	23	
Chemistry.	40	16	16	
Biology & Geology.	40	16	22	
Scientific method.	20	8	11	
TOTAL :	400	160	208½	52,13

(FIRST SECS. TOTAL)

This certificate is issued at the student's request.

DIRECTOR
EQUIVALENCES & STUDENTS AFFAIRS

1) The Qatari General Secondary Education Certificate has been considered equivalent by ...U.A.E. Ministry of Education to the Egyptian G.S.E.C. and the Lebanese Baccalaureat (B).

2) A = 85% - 100%
B = 70% - less than 85%
C = 55% - less than 70%
D = 40% - less than 55%

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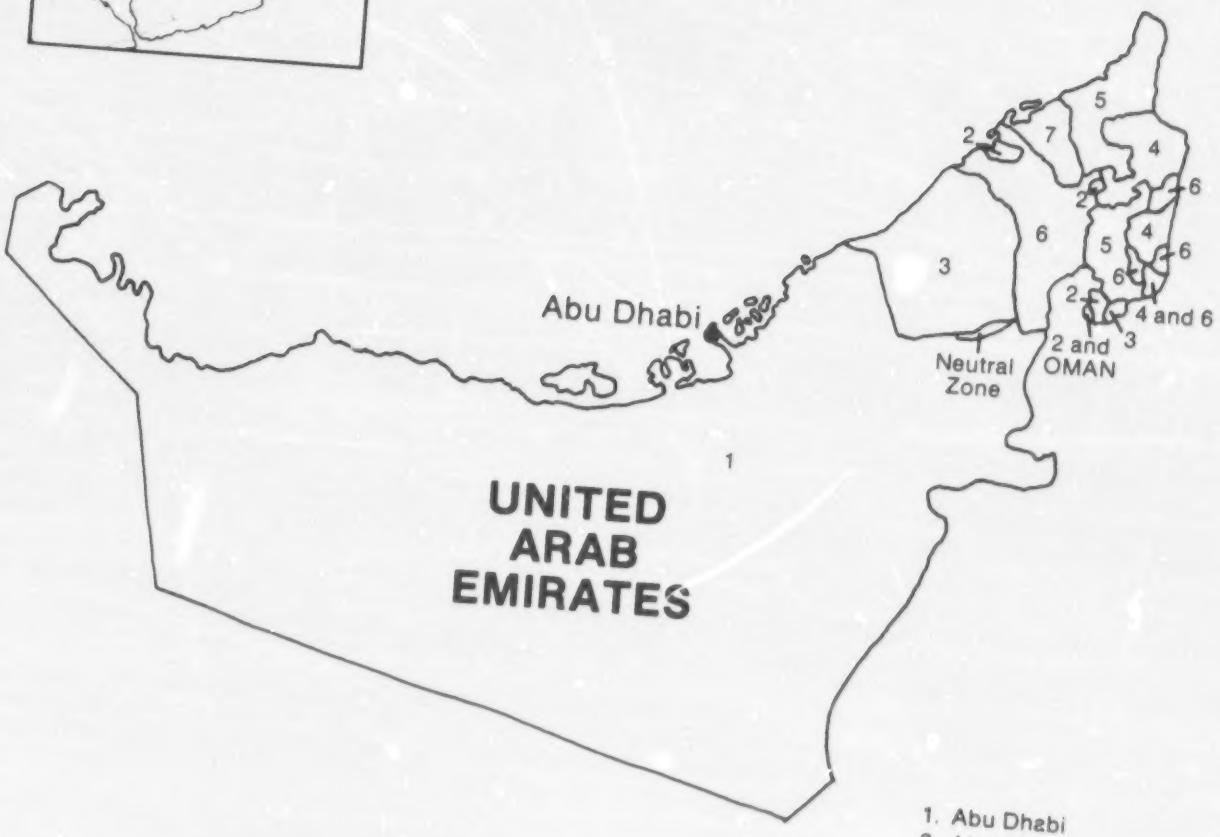
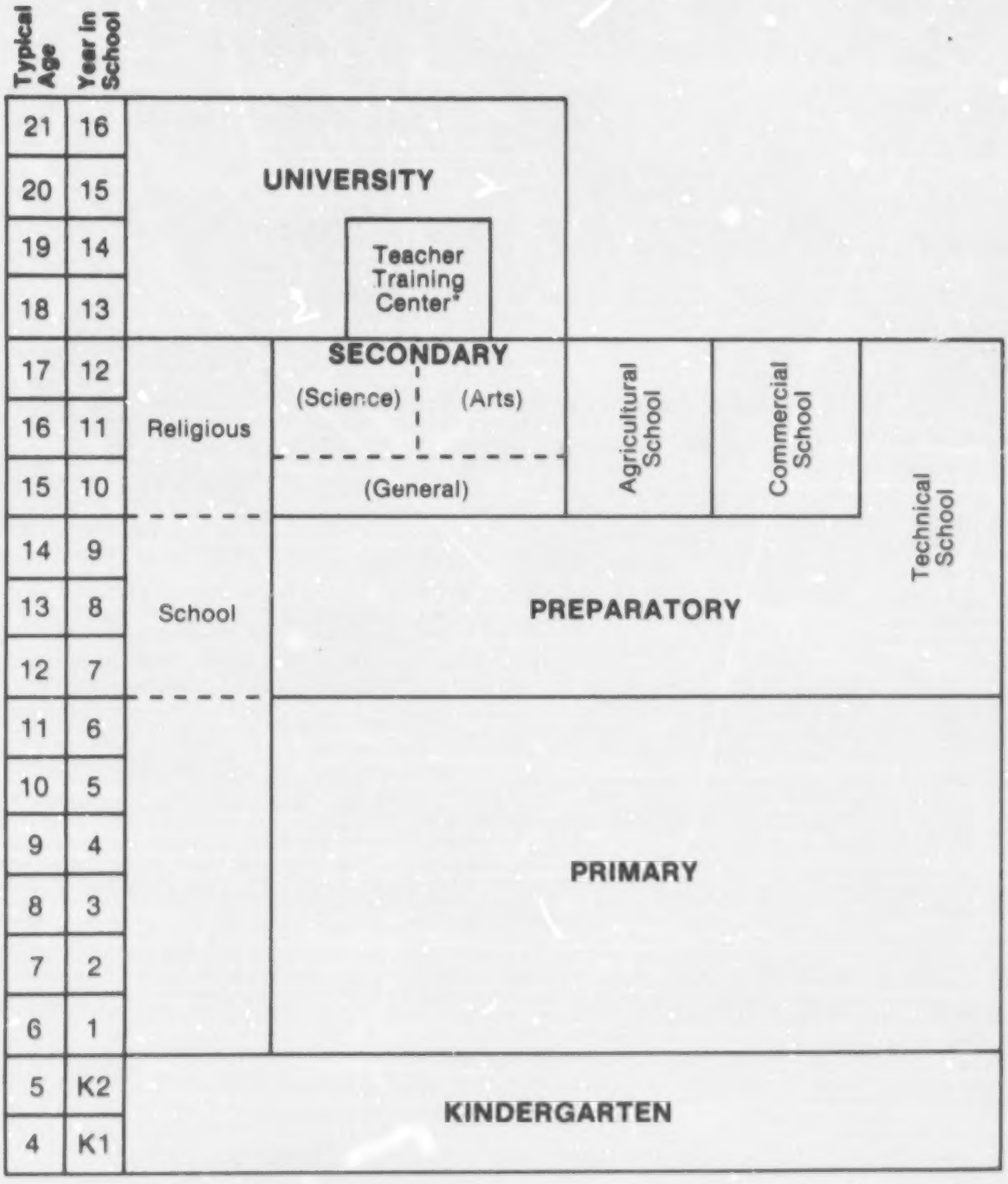
Document #1: General Secondary Education Certificate (Scientific Section)

UNITED ARAB EMIRATES



1. Abu Dhabi
2. Ajman
3. Dubai
4. Fujairah
5. Ras al-Khaimah
6. Sharjah
7. Umm al-Qaiwain

United Arab Emirates Education System



*A two-year part-time in-service training program for kindergarten and primary teachers only.

United Arab Emirates

THE COUNTRY AND ITS PEOPLE

Geography

Location: The United Arab Emirates, a collection of seven sheikdoms established as a federation December 2, 1971, is located on the southeastern corner of the Arabian Peninsula. Six of the Emirates are bounded on the north by the Arabian Gulf, the seventh (Fujairah) is on the Gulf of Oman. On the west, the UAE is bounded by Qatar, on the east by Oman, and on the south by Rub al-Khali (the empty quarter) of Saudi Arabia. The seven Emirates include Abu Dhabi, where the federal capital is located; Dubai, the major commercial center; and Sharjah, Ajman, Umm al-Qaiwain, Ras al-Khaimah, and Fujairah.

Size: Approximately 32,000 square miles; roughly the size of the State of Maine.

Natural Resource: Oil.

Industry: Light manufacturers, petroleum, aluminum, asbestos, air-conditioning, cement, flour, pharmaceuticals, explosives, fertilizers, steel fabrication. A government diversification program has been established to offset predominant dependence on oil.

Agriculture: Vegetables, dates, limes.

The People

Population: 1,200,000 (approx.). Density: 38 persons per square mile, with highest concentrations in Abu Dhabi and Dubai.

Official Language: Arabic (Farsi and English widely spoken).

Literacy: 56.3% (1975 estimate).

Ethnic Groups: Arab, Iranian, Pakistani, Indian (fewer than 20% of the population are UAE citizens).

Religion: Muslim 90%; Hindu, Christian.

EDUCATIONAL SYSTEM

In 1952 not a single school existed in any of the seven emirates which make up the U.A.E. By 1977, when the U.A.E. University opened its doors, it was possible for U.A.E. citizens to complete their entire education—from kindergarten to university—within the country. Thus, the history of the educational system in the U.A.E. has been marked by phenomenal growth and development over the past three decades.

The establishment of modern schools depended heavily on the financial and curricular assistance of Kuwait, Egypt, Saudi Arabia, Bahrain, Great Britain and Qatar. The first school was established in 1953 in Sharjah, providing free education for 453 boys between the ages of 6 and 17. Over the next 20 years a rapid expansion in the number of public schools resulted in an enrollment of 35,000 students when the United Arab Emirates Ministry of Education was formed in 1972.

As of 1976 the federal Ministry of Education controlled education at all levels within the U.A.E., with the exceptions of religious schools and private schools organized by foreign communities. By 1976 there were over 61,000 students (about 1/3 of them females) enrolled in the public primary, preparatory, secondary and technical schools. In 1981-82 the number had risen to over 120,000 (more than 3,500 students were studying abroad in 1981-82, 1,639 in the United States).

Currently the Ministry of Education and Youth is implementing a Five Year Plan (1981-85) which includes the construction of 379 new schools, further development of the U.A.E. University, and a literacy program for citizens beyond school age (see Tables 1-3 for enrollment figures).

The extremely rapid economic development of the U.A.E. has created special challenges in the areas of adult education and vocational/technical training. Adult literacy centers have been established to take adults out of the regular academic programs and place them in evening courses to allow them to complete secondary school, sometimes at an accelerated rate. More attention has been directed to vocational/technical training, where the number of students has risen only slightly since independence, partly because on-the-job training has been available within large companies. With the planned expansion of the country's agricultural and industrial sectors, however, there remains a need to provide facilities for those who leave school and do not go on to university or company training programs. By establishing secondary technical schools, the government is encouraging more students to enter vocational programs.

Table 1.—Number of Government and Private Schools, 1980-81, 1981-82.

	1980-81	1981-82	
Government Schools	136	150	Male
(K-12, Technical and Islamic)	115	132	Female
	32	41	Coed
Total Gov't Schools	283	323	
Private Schools	69	92	Coed
Total Gov't & Pvt Schools	352	415	

Table 2.—Government and Private School Enrollments, 1980-81, 1981-82.

	1980-81		1981-82	
Government Schools				
Kindergarten	5,333		9,240	
Primary	73,505		81,684	
Preparatory	20,026		23,329	
Secondary	7,786		9,713	
Total Gov't School Enrollment		106,650		123,966
Private Schools				
Kindergarten	11,930		15,250	
Primary	15,112		21,344	
Preparatory	2,394		3,885	
Secondary	932		1,450	
Total Private School Enrollment		30,368		41,929
Total Gov't & Private School Enrollment		137,018		165,895

The student/teacher ratio for government schools in 1981-82 was 18.7 kindergarten, 16.9 primary, and 11.9 preparatory and secondary.

Table 3.—Literacy and Adult Education Enrollment

	1977-78	1981-82
1st year literacy	2,282	4,010
2nd year literacy	1,677	2,740
Primary	2,322	4,115
Preparatory	1,791	4,055
Secondary	705	1,814
TOTAL	8,777	16,734

Another important government objective is to increase the number of U.A.E. citizens in teaching and administrative positions in the schools, where expatriots comprise about 90% of those employed in such positions.

In addition to addressing the above issues, the Ministry of Education is responsible for maintaining academic standards in each subject in primary, preparatory, and secondary schools. Inspectors supervise the preparation of year-end examinations for each subject in all grade levels. The Ministry also exercises authority to grant licenses to operate for private schools, of which there were 92 in 1981-82. The Ministry of Education issues the "Shahadat

al-Thanawiyah," or Secondary School Certificate to those students successfully passing the Thanawiyah, the Secondary School Examination. Performance on this test determines university admissions domestically and serves as a screen of applicants for scholarships to study abroad.

In 1971, the government made primary education compulsory for students six through 12 years of age. The first 12 years of schooling are divided into six years of primary, three years of preparatory (or "intermediate") and three years of secondary education. No electives are possible except for a choice between the Science and Arts (Literary) Sections which must be made at the end of the first year of secondary school. Better students are encouraged to choose the science stream, and those who complete it are generally considered better prepared for foreign study.

The United Arab Emirates University is the only baccalaureate degree-granting institution in the U.A.E. Nine teacher training centers have been established throughout the emirates, providing a two-year in-service program for primary school teachers. The U.A.E. University offers a degree program for those wishing to teach at the preparatory or secondary levels. There are five vocational schools: three technical, one commercial institute and one agricultural school.

All education, including postsecondary, is free to the public, and scholarships to study abroad are readily available to qualified students, particularly in the sciences and related technical fields.

The school year begins in late September and continues to the end of April. Students attend school six days a week with fewer vacations than are typical of the United States system. A two-week study period in late May or early June is often granted.

In accordance with Islam, the educational system is co-educational only at the kindergarten level. In upper grades, males and females do not study on the same campus. Educational opportunities for women have greatly expanded in recent years, as shown by the fact that girls account for approximately 48% of current primary and secondary level enrollments and over 50% of university enrollments.

Government commitment to education may be measured by its priority in the national budget. The federal budget for education in 1980 accounted for 11.4 percent of total government expenditures, or $1.2 billion. This represents a dramatic increase of 1,830 percent since 1972.

United States admissions officers may expect to see a continued proliferation of schools in the U.A.E. as the government seeks to meet the need of its citizens for a modern and diversified economy.

KINDERGARTEN

Pre-primary education in the UAE consists of two-year coeducational kindergartens for children four to six years of age. The curriculum focuses on health, nutrition, and the family in its various social, economic and geographic contexts. Montessori teaching methods are often incorporated. The minimum qualification required of kindergarten teachers is the Secondary School Certificate plus a four-week introductory teacher training course.

PRIMARY EDUCATION

Primary education is compulsory, with separate schools for boys and girls. The curriculum includes Arabic language, arithmetic, English, general science, geography, history, religion, art, music, physical education, and vocational education/housekeeping.

The six-year Primary stage is divided into lower and upper levels. In the lower level (grades 1 through 3), students are taught all subjects by a single teacher. The minimum qualification to teach at this level is the Secondary School Certificate plus a four-week introductory teacher training course.

In the upper level (grades 4 through 6), students are assigned a different teacher for each subject. The teaching of English begins in grade 4, when the student is normally nine years of age. The minimum qualifications to teach at the upper level include the Secondary School Certificate and completion of a two-year in-service teacher training course (see section on Teacher Training).

Students who pass the final year examinations are awarded the Primary School Certificate and are qualified to enter the preparatory level of education.

Primary education represents the end of formal schooling for most students. In 1981-82, for example, enrollment figures show that the number of students enrolled in Preparatory schools amounted to less than 30% of the number enrolled in Primary schools.

PREPARATORY EDUCATION

Preparatory education, sometimes referred to as "intermediate," consists of a three-year cycle,

Table 4.—Preparatory School Course of Study—Hours of Class per Week

Subject	1st Yr.		2nd Yr.		3rd Yr.	
	Boys	Girls	Boys	Girls	Boys	Girls
Islamic Education	3	3	3	3	3	3
Arabic Language	7	7	7	7	7	7
English Language	6	6	6	6	6	6
Social Studies	4	4	4	4	4	4
Arithmetic & Modern Math	5	5	5	5	5	5
General Science	4	4	4	4	4	4
Vocational Training (industrial, agricultural, or clerical)	3	—	3	—	3	—
Home Economics	—	3	—	3	—	3
Art	2	2	2	2	2	2
Music	1	1	1	1	1	1
Physical Education	2	2	2	2	2	2
Total	37	37	37	37	37	37

including grades 7, 8, and 9. There are no coeducational schools at this level. The curriculum includes options such as agricultural, clerical, and industrial training in addition to academic subjects. These options are intended to make employment more accessible to those completing final year examinations. The curriculum is listed in Table 4.

Preparatory school teachers must hold bachelor's degrees. The Ministry of Education monitors instructional quality and content through regular school visitations by subject matter supervisors. End-of-the-year examinations are prepared and graded with the assistance of MOE supervisors.

Students who fail in one or two subjects may repeat them in the fall. Those who fail three or more examinations must repeat the entire year. Upon passing the final year examinations, students are awarded the Preparatory School Certificate and are qualified to continue to the secondary level of education.

Statistics for 1981-82 show that the number of students enrolled in secondary schools amounted to approximately 42% of the number enrolled at the preparatory level.

SECONDARY EDUCATION

Secondary education consists of three years, corresponding to grades 10, 11, and 12 in the United States. Teachers at this level must hold bachelor's degrees and are closely supervised by subject matter specialists from the Ministry of Education. Schools are well-equipped with modern technical and audio/visual teaching aids.

In the first year, all students follow the same curriculum. Before the beginning of the second year, students must choose between the Science Section or the Arts (sometimes called "Literary") Section. A school counselor is available to help in the decision. The curriculum for the three-year cycle is described in Table 5.

Although the language of instruction is Arabic, English is regarded as a most important subject in both the Science and Arts Sections. The study of French is included in the Arts Section.

At the end of each year, students sit for final examinations, which are prepared and graded by the Ministry of Education. Students who fail one or two subject examinations may retake those examinations in the fall. Those who fail three or more subject examinations must repeat the entire year. The grading system is based on maximum and minimum percentages in each subject. These figures are listed on the official record for each student.

Those who pass the third year examinations are awarded the Secondary School Certificate. The certificate is known in Arabic as the *Shahadat al-Thanawiyah*, but the Arabic term does not appear on the official record, which is provided in English by the Ministry of Education.

Table 5.—Sample Academic Secondary School Program—Hours of Class per Week

Subject	1st Year	2nd Year		3rd Year	
		Science	Arts	Science	Arts
Islamic Education	2	2	2	2	2
Arabic Language	7	6	8	6	8
English Language	8	7	8	7	8
French Language	—	—	5	—	6
Chemistry	2	4	—	4	—
Biology	2	3	—	4	—
Physics	2	4	—	4	—
Geology	1	1	—	1	2
History	2	—	3	—	3
Geography	2	—	3	—	3
Human Culture	—	1	—	—	—
Political Economy	—	—	1	—	—
Principles of Philosophy Ethics, Logic, & Psychology	—	—	—	—	4
Mathematics	5	8	2	8	—
Art	2	—	—	—	—
Physical Education	2	2	2	1	1
Assembly	1	—	—	1	1
Arab Society	—	—	2	—	—
General Science	—	—	2	—	—
Feminine Education	2	2	2	2	2
Total	38 Boys 40 Girls	38 Boys 40 Girls	38 Boys 40 Girls	38 Boys 40 Girls	38 Boys 40 Girls

SPECIAL SCHOOLS

In addition to the special schools listed below, the government has schools for the handicapped; petroleum companies have on-the-job training centers from which most successful students continue apprenticeship training overseas; and hospitals provide training for nurses.

Islamic Institutes

Boys may enter religious training at the primary level and complete their secondary education in Islamic Institutes. The curriculum includes religious courses in addition to the academic subjects common to all government schools. The Ministry of Education provides supervision to assure common standards in the academic curriculum. Graduates of Islamic Institutes receive the Secondary School Certificate, meeting the same standards as their counterparts in the public schools.

Private Schools

A large segment of the population of the UAE is composed of non-Arabic speaking peoples. Private schools were established by these foreign communities to meet the educational needs of the children living with families who are working in the UAE. For private schools to operate in the country, they must be licensed by the Ministry of Education. They are then permitted to follow the curriculum of the home country with the condition that Arabic language is a compulsory subject, and instruction in Islam must be taught to Moslem children.

In 1981 there were 92 licensed private schools with 41,929 students. The schools offer instruction from kindergarten through the secondary level of education.

A segment of a large network of private schools, the National College of Chouiefat, was relocated in the UAE from Beirut, Lebanon, in 1976. Units were established in Abu Dhabi, Al Ain, and Sharja. Although the term "college" is used in the name,

education is offered only through the secondary level. The International Baccalaureate Office (IBO), Geneva, Switzerland, has authorized the units to offer the IB Diploma curriculum and IB single subject examinations.

Older Citizens

Because of the extremely rapid and recent development of educational institutions in the UAE, many adult citizens have not had the opportunity of formal education. The government, therefore, provides special educational opportunities for such individuals ("adult" has been defined as anyone 14 years of age or older who has not achieved the level of education normally completed by that age). The basic literacy program extends for two years, with classes meeting two hours on five evenings per week. Adults may proceed at an accelerated rate in evening classes from primary level through the secondary stage. They must sit for the same end-of-the-year examinations as those that are administered in the day school programs.

Defense Force Schools

The Ministry of Defense operates these separate schools for nationals only. The training program includes all three stages of education—primary, preparatory, and secondary. The specialized military curriculum does not follow that of the schools supervised by the Ministry of Education, although graduates may sit for external examinations for the Secondary School Certificate.

TEACHER TRAINING

Two teacher training institutes wre established in 1966—one for boys and one for girls—and were in operation until 1979. The curriculum was at the secondary level with education courses included together with academic subjects. The Secondary School Teachers Diploma prepared the holder to teach kindergarten and primary levels.

The two teacher training institutes could not meet the demand created by burgeoning enrollments resulting from compulsory education at the primary level. Thus, students completing the academic secondary school program were hired without teacher training.

The two teacher training institutes were subsequently discontinued in 1979. In their places, Teacher Training Centers were opened in six cities with two centers in each—one for males and one for females. Later, two more centers (both for females) were opened in two other towns. The objective of the program of the network of centers is the preservice, in-service, and continuous training of teachers, supervisors, and administrators for the kindergarten and primary levels.

Admission to the centers requires graduation from secondary school. A short course of four weeks duration provides an intensive introduction seminar which meets twice a week in two-hour sessions. The intent of this course is to give practical and simple guidance in teaching to those just beginning to teach and to improve the performance of those already in service. The completion of this short course plus secondary school graduation qualifies the teacher under 1979 regulations to teach kindergarten and grades 1, 2, and 3.

The Teacher Training Center curriculum is a two-year part-time education certification program in which each year is divided into two four-month terms with classes held two evenings a week, four hours each session. Completion of the program gives the graduate a certificate to teach grades 4, 5, and 6 with a one-subject specialization, or to be a school administrator, or a better prepared kindergarten or lower primary teacher. Table 6 lists the courses of study. Specialization occurs only in the fourth term.

Graduates of the two-year certification program with good grades may apply for admission to the UAE University. Those admitted are granted 34 semester units of transfer credit comparable to first-year courses in the Faculty of Education.

The UAE University offers baccalaureate degree programs for those wishing to teach at the preparatory and secondary levels.

In 1981-82 the total number of teachers K-12 was 8,364. Of that total, 4,110 had bachelor's degrees or higher qualifications; 43% were female. Ninety-eight percent of those teachers with degrees were expatriots. Of the number teaching with less than a bachelor's degree, 577 or 13.5% were nationals of whom only 4% were males.

TECHNICAL EDUCATION

Technical education in the United Arab Emirates is offered at the preparatory and secondary levels. Technical education is categorized as either technical/industrial, agricultural or commercial. Technical/Industrial Education may begin at the preparatory or secondary level but Agricultural

Table 8.—Curriculum for Two-Year Part-time Teacher Training Centers

	Course	Credit Hours
1st Term:	Islamic Thought	3
	Arabic Language	3
	Developmental Psychology	2
	Social & Philosophical Principles of Education	1
		9
2nd Term:	General Sciences	3
	English Language	3
	Basics of Curriculum	2
	Social & Philosophical Principles of Education	1
		9
3rd Term:	Arab Society	3
	Educational Psychology	2
	Methods of Teaching	2
	Educational Technology	1
		8
4th Term:	Achievement Tests	3
	Educational Administration	2
	Options-One subject to be selected for specialization:	
	Islamic Studies-The Koran	3
	Arabic Language-The Nominatives	3
	History-The Prophet & the United Arab Emirates	3
	Geography-The Geography of the UAE	3
	Sciences-Ecology	3
	Mathematics-Pure Maths No. 1	3
	English Language-English Language Studies No. 1	3
	Kindergarten Teaching-Pre-Primary School Education	3
	School Administration-Educational Administration	3
		8

and Commercial study is available only at the secondary level.

Students in technical programs represent a very small percentage of the total student population . . . less than one percent.

There are no specialized schools for Post-secondary Technical Education in the UAE and there appears to be no immediate plan for expansion in this area. Instead, postsecondary technical education is available for UAE technical school graduates at the Gulf Technical College (Bahrain), an institution that came into existence as a collaborative effort between Bahrain and Abu Dhabi.

A significant degree of technical training is provided by various private concerns, particularly within the oil and gas industries. This training has

not been integrated into the educational system, however, and consequently is comparable to specialized training offered by the private sector in the United States.

Technical/Industrial Education

Since 1971 technical/industrial education has been organized as a six-year postprimary program, i.e., three years preparatory plus three years secondary. The three-year preparatory program incorporates an academic program of Islamic Studies, languages, mathematics, science, technical drawing, social studies, and physical education along with the technical program. The areas of technical study include fitting, fabrication, woodworking and electronics.

The technical secondary curriculum also offers a combined academic/technical program. Academic subjects include Islamic Studies, languages, mathematics, science and engineering drawing. During the first year, all students take a common technical program of machining, welding, automotive and electrical technology. For the last two years, students specialize in one of these four areas or electronics. A sample curriculum can be found in Table 7.

At the end of the third year, students sit for the Secondary Technical School Diploma Examination. Successful students are awarded the Secondary Technical School Diploma. Graduates generally move into the work force. Superior students may apply to the university and be admitted to the Special (remedial) Program of the university. Please see the section on higher education concerning this program. The three technical/industrial schools in the UAE are located in Dubai, Sharjah, and Ras al-Khaima. Total student enrollment and faculty staffing statistics for the 1983/84 academic year are given in Table 8.

Table 7.—Sample Curriculum-Technical Education

	Hours/Week		
PREPARATORY LEVEL	1st Year	2nd Year	3rd Year
Academic			
Islamic Studies	1.5	1.5	1.5
Arabic Language	4.5	4.5	4.5
English Language	4.5	4.5	4.5
Mathematics	4.5	4.5	4.5
Science	1.5	1.5	1.5
Technical Drawing	2.25	2.25	2.25
Social Studies	1.5	1.5	1.5
Physical Education	.75	.75	.75
Technical[1]			
Practical	9	9	9
Craft Studies	1.5	1.5	1.5
	31.5	31.5	31.5
SECONDARY LEVEL			
Academic			
Islamic Studies	1.5	1.5	1.5
Arabic Language	3	3	1.5
English Language	4.5	4.5	4.5
Mathematics	3.75	3.75	3.75
Science	3	3	3
Engineering Drawing	2.25	2.25	2.25
Technical[2]			
Practical	9	9	9
Technology	4.5	4.5	6
	31.5	31.5	31.5

[1]All subjects, each year: fitting, fabrication, woodworking, electronics.

[2]First year, all subjects: machining, welding, automotive and electrical technology. Second and Third Years: Specialization in any one of the preceeding four subjects or electronics.

Academic Year: 30 Weeks

Agricultural Education

Agricultural Education began as a three-year postprimary program offered through the Agricultural School in Digdagga, Ras al-Khaima, the home of the Gulf's first agricultural research station. Due to the upgrading of all levels of education, agricultural education is now a three-year secondary level program leading to the Secondary Agricultural School Diploma. This program is offered in one institution in the Emirate of Ras al-Khaima. The curriculum consists of languages, mathematics and science as well as animal husbandry, horticulture and agricultural technology (please see Table 9). This program trains technicians for practical and advisory work in agriculture and veterinary science.

Commercial Education

The Commercial Studies Institute, formerly called the Dubai Vocational Secondary School—Commercial Section, is located in the technical/industrial school complex in Dubai. The three-year program is offered at the secondary level and leads to the Secondary Commercial School Diploma. The curriculum consists of languages and mathematics as well as accounting, office practice, bookkeeping, typing, commercial law and management (see

Table 8.—Technical Education Enrollment, 1983-84

	Dubai	Sharjah	Ras al-Khaima
1st Preparatory	40	35	2
2nd Preparatory	50	59	12
3rd Preparatory	60	88	19
1st Secondary	48	39	11
2nd Secondary	47	38	8
3rd Secondary	20	32	18
TOTAL	265	291	70
Faculty Staffing (1983-84)			
Academic	18	20	11
Technical	23	42	26
TOTAL	41	42	26
Student/Faculty Ratio			
	1:7	1:7	1:3

Table 9.—Sample Curriculum—Agricultural Education

SECONDARY LEVEL	Periods/Week 1st Year	2nd Year	3rd Year
Academic			
Islamic Studies	2	2	2
Arabic Language	6	4	3
English Language	8	6	6
Mathematics	5	4	4
Science	6	5	4
Technical			
Horticulture	6	5	5
Animal Husbandry	4	3	4
Agro Engineering	5	4	3
General Agriculture	—	3	3
Canning Industry	—	2	—
Agro Economics	—	2	1
Plant Diseases	—	2	3
Product Marketing	—	—	4
	42	42	42

Academic Year: 30 Weeks

Table 10). The commercial program prepares students primarily for clerical and secretarial posts.

Table 10.—Sample Curriculum-Commercial Education

SECONDARY LEVEL	Periods/Week 1st Year	2nd Year	3rd Year
Academic			
Islamic Studies	2	2	2
Arabic Language	6	6	6
English Language	8	8	7
Economic Geography	2	1	—
Economic History	2	—	—
Technical			
Bookkeeping (Arabic)	4	4	4
Bookkeeping (English)	—	3	2
Business Accounts	4	4	4
Government Accounts	—	—	2
Economics	2	2	2
Secretarial Training (Arabic)	4	4	4
Secretarial Training (English)	—	—	3
Business Communications (English)	—	2	—
Typing (Arabic)	4	4	3
Typing (English)	4	3	3
	42	42	42

Academic Year: 30 Weeks

HIGHER EDUCATION

The United Arab Emirates University was established in 1976 as a result of a decree by His Highness Sheikh Zayed Bin Sultan al-Nahyan, five years after the birth of the United Arab Emirates as an independent country. The UAE University opened in October, 1977, as the official university of the United Arab Emirates. The University is located in the attractive oasis town of Al Ain within the Emirate of Abu Dhabi. The founding of this institution reflects the strong national awareness that education and research are vital to the survival and development of a new nation.

The UAE University is recognized by and affiliated with the Association (Union) of Arab Universities and the Gulf Council for Higher Education. It is also a member of the International Association of Universities which provides both regional and international recognition of its degrees.

The University is wholly financed by the Federal Government, manages its own budget and operates under the governance of the University Council.

The Council is comprised of the UAE University Chancellor who serves as Chairman of the Council; the Vice Chancellor/ President of the University; the Personal Representative to the President of the UAE; the Head of the Abu Dhabi Finance

Department, the Minister of Awqaf and Islamic Affairs, the Minister of Education, a member of the Abu Dhabi Executive Council, the Undersecretary to the Ministry of Foreign Affairs, the UAE University General Secretary, and all nine Deans of the UAE University.

The other two major administrative departments of the University include the Council for Academic Affairs (also known as the Council for Scientific and Educational Affairs) and the Council for Administrative and Financial Affairs.

When the University opened in 1977, there were four Colleges: the College of Arts, College of Education, College of Science, and the College of Political Science and Administration. A ministerial decree in 1978 provided for the College of Shari'ah (Islamic Law) and Law, followed in 1980 by the Colleges of Engineering and Agriculture. Enrollment has grown from 520 male and female students with a teaching faculty of 58 in 1977 to over 5,100 students with a teaching faculty of 275 in 1983. Long term plans call for an eventual enrollment of approximately 10,000 students and the establishment of the Khaleej (Gulf) Center for Postgraduate Studies.

In 1983, the 275-member faculty was comprised of 43 Faculty Professors, 62 Associate Professors, 108 Lecturers and 62 Assistant Lecturers. The minimum qualification for the title of Faculty Professor, Associate Professor and Lecturer is a Ph.D. Further requirements include: 1) for Faculty Professor, a minimum of five years experience at the rank of Associate Professor, with promotion based on assessment of recent publications; 2) for Associate Professor, a minimum of five years experience at the rank of Lecturer with official promotion based on assessment of recent publications; 3) for Lecturer, a Ph.D. from a well-known accredited institution; and 4) for Assistant Lecturer, a masters degree from a well-known accredited institution.

The University has a main library in addition to branches on student campuses throughout the city and in the main dormitories. The total number of volumes is 103,000.

The UAE University academic year is divided into two semesters of sixteen weeks each and one intensive summer session of six weeks. The first semester is scheduled from September to January; the second semester from January to June; and the summer session from June to July.

The UAE University has adopted the credit hour system. The term "hour" or "credit" refers to a semester credit hour. A semester credit hour reflects one hour of class room work or three hours of laboratory per week throughout the sixteen-week semester.

The grading system implemented by the University is as follows:

A—Distinction	90-100	4 points
B—Very Good	80-89	3 points
C—Good	70-79	2 points
D—Pass	60-69	1 point
F—Fail	0-59	0 points
W—Withdrew		
IN—Incomplete		

The language of instruction is primarily Arabic. English is used in the College of Engineering. Both Arabic and English are used in the College of Science.

Admission Requirements

The minimum University admission requirement is the Secondary School Certificate or its equivalent. The University Council adopts a general and annual admission policy in accordance with the country's manpower needs and development plans. Each year the Council sets enrollment percentage quotas for national and non-national students. For the 1983/84 academic year, admission quotas were set at 85% for nationals and 15% for non-nationals. The composition of the student body reflects a consistent emphasis on the education of nationals.

In collaboration with the Colleges' Councils, the University Council annually determines the qualitative admission standards for the University. These standards may vary from college to college. For example, in 1982 the minimum Secondary School Certificate average required for nationals was 55% and for non-nationals was 80%; the College of Political Science and Administration, however, required a minimum of 65% for nationals and 85% for non-nationals, while the College of Engineering required a minimum of 70% for nationals and 90% for non-nationals.

National students who do not meet the minimum qualitative requirement "shall be accepted" to the Special (remedial) Program for one to two semesters. Superior graduates of the Technical Education sector may also be admitted to the university Special Program. Students who successfully complete this program and pass the University's internal examinations will be admitted to the College of Arts, Education or Science. Record of acceptance to or enrollment in the Special Program is not noted on the transcript, nor is any credit given for this study. Should the student successfully complete the Special Program, he or she will be admitted into the freshman year.

Degree Requirements

All Colleges of the University award either a Bachelor of Science or Bachelor of Arts degree except for the College of Shari'ah and Law, which awards a Licentiate. The normal length of time required for these degrees is four years. The exception is the College of Engineering, which requires five. Degree requirements include university requirements of obligatory and elective courses, college requirements, major and minor concentration requirements, residency requirements and maintenance of a minimum grade point average. The total number of credits required for the degree varies from college to college with 120 credits required as a minimum and 175-180 credits required by the College of Engineering.

Graduate Programs

Programs of advanced study are in the developmental stage. A masters degree program is planned. It will be a two-year program with completion of each yearly component resulting in the award of a Post-Graduate Diploma. It is expected that the first colleges to award the Post-Graduate Diploma and masters degree will be the Colleges of Arts, Education, Political Science and Administration and, perhaps, the College of Shari'ah and Law.

United Arab Emirates University

Address: P.O. Box 15551
Al Ain, United Arab Emirates
Telex: 33251 Jameah Em
Telephone: 642500

History: Founded in 1976 by Presidential decree; opened October, 1977.

Calendar: First Semester: September-January
Second Semester: January-June
Summer Session: June-July

Administration:
Rector: Dr. Ezzedin Ibrahim
Secretary-General: H.E. Shabeeb Al Marzooqi

Enrollment: 5 110 (1983-84)

Language of Instruction:
Arabic with English used in the College of Engineering and both used in the College of Science.

Library: 103,000 volumes

Admission Requirements:
Secondary School Learning Certificate, "Shahadat al-Thanawiyah," or equivalent.

Colleges: Arts, Science, Education, Administration and Political Science, Shariah and Law, Agriculture, and Engineering.

Degrees: Bachelor of Arts; Bachelor of Science; Licentiate; (post-graduate diplomas and masters degrees in planning stage).

Grading System:
90-100—Excellent
80-89 —Very Good
70-79 —Good
60-69 —Pass
Below 60—Failure

College of Arts

Founded: 1977; Enrollment—1,802 (1983-84); Graduated—181 (1982-83)
B.A./four years/Arabic, Islamic Studies, History, Geography, Philosophy, Sociology, Foreign Languages, Mass Media.

College of Science

Founded: 1977; Enrollment—648 (1983-84)
Graduated—80 (1982-83)
B.S./four years/Mathematics, Statistics, Physics, Chemistry, Biological Sciences, Geology

College of Education

Founded: 1977; Enrollment—527 (1983-84)
Graduated—125 (1982-83)
B.A./four years/Education, Psychology

College of Administration and Political Science

Founded: 1977; Enrollment—1,049 (1983-84)
Graduated—161 (1982-83)
B.S./four years/Political Science, Business Administration, Public Administration, Accounting, Economics

College of Shariah and Law

Founded: 1978; Enrollment—468 (1983-84)
Graduated—47 (1982-83)
Licentiate/four years/Shariah (Islamic Law), Law

College of Agriculture

Founded: 1980; Enrollment—70 (1983-84)
Graduated—0 (1982-83)
B.S./four years/Horticulture, Soil and Water Resources, Farm Products and Pastures

College of Engineering

Founded: 1980; Enrollment—317 (1983-84)
Graduated—0 (1982-83)
B.S./five years/Civil, Chemical and Petroleum Engineering, Architecture, (Electrical and Mechanical Engineering courses to be introduced in the future)

NOTES TO ADMISSIONS OFFICERS

English Proficiency

It is strongly recommended that all applicants from the UAE submit evidence of English language proficiency based on standardized tests such as the Test of English as a Foreign Language (TOEFL).

Credential Verification

The UAE Ministry of Education prepares official English translations of secondary school records for those applying for admission to U.S. universities. Each student's record is composed of three pages, one for each year of the secondary cycle, listing marks received in subject examinations. Each page of the report is stamped in the lower right-hand section with the official MOE seal and signature of the Undersecretary. If the record is sent through the UAE Embassy in Washington, D.C., each page of the record will have a second stamp, that of the Embassy and an official signature in the lower left-hand portion. Official records from the Religious Institutes are prepared in the same way by the MOE.

Official transcripts from the UAE University are prepared in English translation by the Office of the Director of Admissions and Registration and will bear the Director's signature and stamp of the university.

The original records of students completing studies at the Teacher Training Centers are given to the students. The Ministry of Education retains a copy, however, and can make an official record (English translation) if so requested.

General Comments

Occasionally, a student may present secondary school examination results from more than one educational system. For example, an applicant may have earned the UAE Secondary School Certificate, completed British GCE examinations, and passed several IB single subject examinations. Official records of all examination results should be requested and a careful assessment made of subject scores. The applicant may be an exceptionally good student or simply trying a number of alternative ways to qualify for further study.

If the financial guarantor or an applicant requires college or university admission prior to making a scholarly award, and if all other admission requirements have been met, it is suggested that a letter of eligibility for admission pending award of scholarship be supplied to the student.

Students who have attended private schools will be presenting credentials of educational systems other than the UAE. In such cases, guidelines for admission consideration may be found in appropriate AACRAO *World Education Series* volumes or AACRAO/NAFSA Workshop reports.

Information on the International Baccalaureate (IB) exams or Diploma programs may be obtained from International Baccalaureate North America, 200 Madison Ave., New York, N.Y. 10019.

Interpretation of Secondary School Credentials

Each of the three pages of the secondary school record indicates in the heading the year of the cycle (First, Second, or Third) and the section: Science or Arts (Literary). The columns headed "Max" and "Min" indicate the highest score obtainable and the lowest passing mark. "Score Obtained" is the mark earned by the student in the final spring examination. "Retake Score" is the mark earned in a repeated examination taken after failing it the first time. The "Retake Score" is included in the revised computation of the final total score.

The weighted grades or percentage marks for each subject ("Score Obtained - "Max") are the grades referred to in this report and in the grade distribution in Table 11.

Table 11.—Examination Results of the Secondary Final Year, June, 1983 (grade distribution of those who passed)*

Science Section: Score and Percentage of Students Passing at This Level		Arts Section: Score and Percentage of Students Passing at This Level	
90-100%	11%	90-100%	5%
80-89%	22%	80-89%	6%
70-79%	20%	70-79%	22.5%
60-69%	18%	60-69%	34%
50-59%	9%	50-59%	32%
40-49%	20%	40-49%	5%

*Information on total number who sat the exam or percentage of those who failed unavailable.

Evaluation of Secondary School Credentials

Admissions Officers should consider carefully the grade distribution in Table 11. As can be seen, a larger percentage of students received higher grades in the Science Section than in the Arts Section. School officials explain that better students are encouraged to enter the Science Section.

Scores in subjects pertinent to the applicant's intended major should receive special consideration. For example, in the Science Section, the first three courses—Islamic Education, Arabic, and European Languages—account for one-third of the final total maximum score possible. High grades in mathematics and science could yield a sufficiently high total to pass, yet the total score might be misleading in assessing the student's prospects for success in a major related to science and mathematics.

Although the third (final) year report is most important, the student's grades in examinations of the first and second years should be reviewed to determine consistency of performance.

Those institutions requiring specific subject preparation in high school should refer to Table 4—Preparatory School Course of Study—Hours of Class per Week; and Table 5—Sample Academic Secondary School Program—Hours per Week. The mathematics covered in the Science Section can be considered to represent at least two units of algebra (elementary, intermediate, and advanced), one unit of plane geometry, one-half unit of trigonometry, and one unit of introductory calculus.

In the Arts Section, students follow the same curriculum in grades 9 and 10 as Science Section students, and, consequently, can be considered to have completed at least one unit of elementary algebra and one unit of plane geometry. The mathematics taken in grade 10 is a statistics course.

UAE University Transcripts

Each transcript shows the grading system and semester credit hours required for graduation. Since the university system is patterned after the U.S. system, the assessment and course-for-course evaluation should follow the same policy as applied to accredited U.S. universities.

Teacher Training Centers

Graduates of the two-year teacher training course should be evaluated on the basis of their performance on the Secondary School Certificate examinations. If the applicant meets admission standards on that basis, transfer credit might be considered depending on the student's intended major and grades in the teacher training course.

Organizations Which Can Offer Special Help to U.S. Admissions Officers:

Ministry of Education
Director of Cultural Relations
P.O. Box 295
Abu Dhabi - U.A.E.
Tel: 324050

University of UAE
Director of Cultural Relations
P.O. Box 15551
Al-Ain, U.A.E.
Tel: 656800

UAE Embassy
1010 Wisconsin Ave. N.W.
Suite 505
Washington, D.C. 20007
Tel: (202) 342-1111

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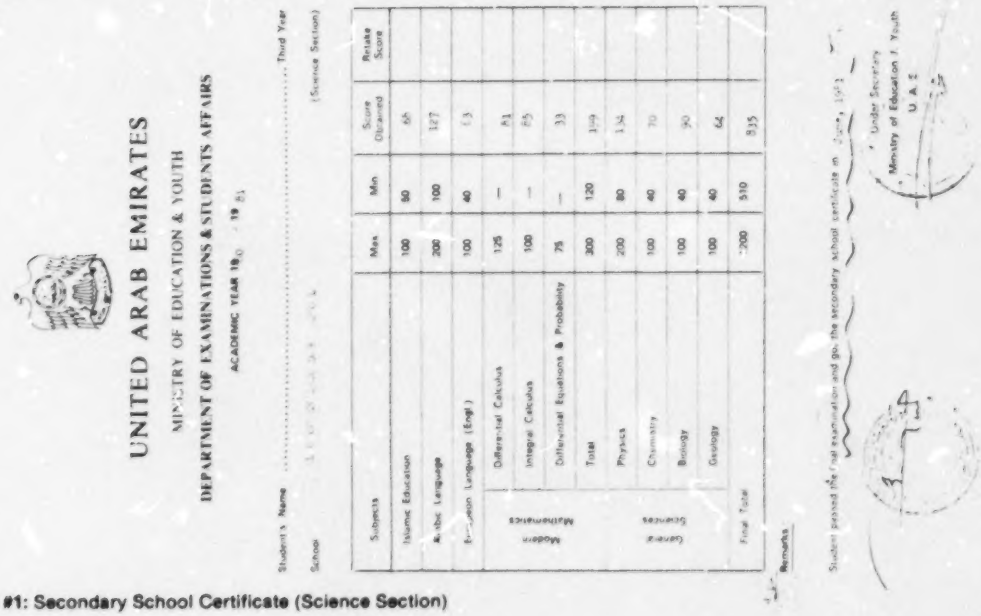
PLACEMENT RECOMMENDATIONS

CREDENTIAL	RECOMMENDATION
1. Kindergarten through Secondary	Placement on a year-for-year basis.
2. Secondary School Certificate	Represents 12 years of education. May be considered for freshman admission. Please see Notes to Admissions Officers and Table 11 showing grade distribution for final year examinations.
3. Technical, Agricultural, or Commercial School Diploma	Normally not considered for admission to academic programs, but may be considered for programs of study where background is appropriate. Please refer to Technical Education section in the text.
4. Teacher Training Center Certificate	May be considered for freshman admission based on Secondary School Examination results. Possible transfer credit upon enrollment and individual assessment to a maximum of 30 semester hours.
5. Undergraduate transfers from U.A.E. University	Credit may be awarded on the same basis as for courses completed at a U.S. university.
6. Bachelor's degree or Licentiate (Shari'ah and Law) from U.A.E. University	Consider comparable to a U.S. bachelor's degree.



UNITED ARAB EMIRATES

MINISTRY OF EDUCATION & YOUTH

DEPARTMENT OF EXAMINATIONS & STUDENTS AFFAIRS

ACADEMIC YEAR 19 - 19

Student's Name ..... Third Year

School ..... (Science Section)

	Subjects	Max	Min	Score Obtained	Retake Score
	Islamic Education	100	50	65	
	Arabic Language	200	100	127	
	Foreign Language (Engl.)	100	40	53	
Modern Mathematics	Differential Calculus	125	—	81	
	Integral Calculus	100	—	85	
	Differential Equations & Probability	75	—	33	
	Total	300	120	199	
General Sciences	Physics	200	80	134	
	Chemistry	100	40	70	
	Biology	100	40	90	
	Geology	100	40	64	
	Final Total	1200	510	835	

Remarks

Student passed the final examination and got the secondary school certificate on June, 19

Under Secretary
Ministry of Education / Youth
U.A.E

Document #1: Secondary School Certificate (Science Section)

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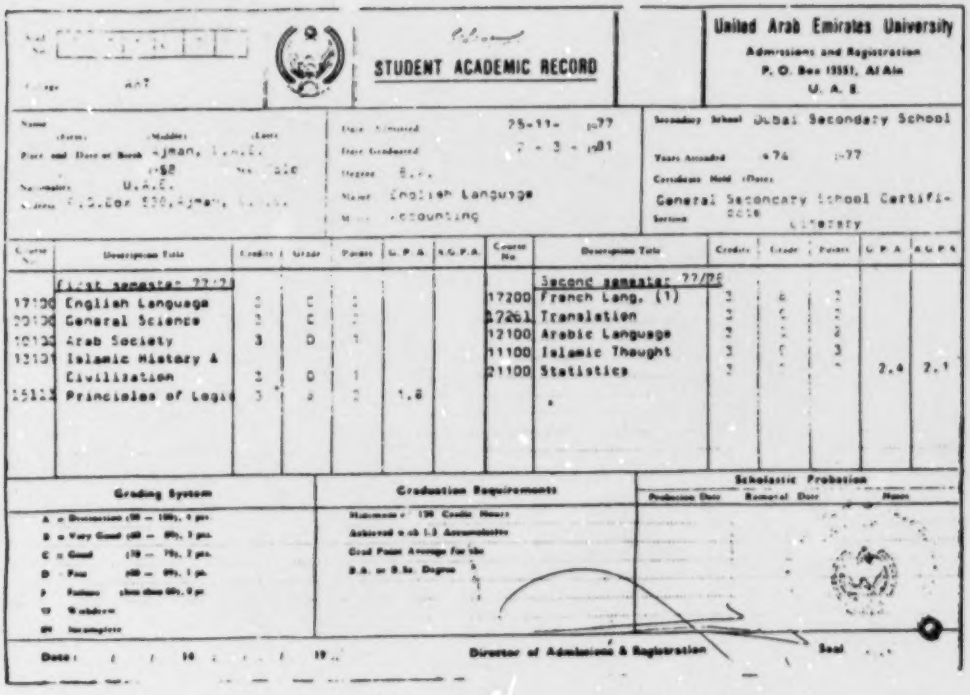


United Arab Emirates University
Admissions and Registration
P. O. Box 15551, Al Ain
U. A. E.

STUDENT ACADEMIC RECORD

Name: [illegible]
Place and Date of Birth: Ajman, U.A.E. '68
Nationality: U.A.E.
Address: P.O.Box 530, Ajman, U.A.E.

Date Admitted: 25-11-'77
Date Graduated: 2 - 3 - '81
Degree: B.A.
Major: English Language
Minor: Accounting

Secondary School: Dubai Secondary School
Years Attended: '74 - '77
Certificate Held (Name): General Secondary School Certificate
Section: Literary

Course No.	Description Title	Credits	Grade	Points	G.P.A.	C.G.P.A.
	First semester 77/78					
17100	English Language	3	C	6		
20120	General Science	3	C	6		
10130	Arab Society	3	D	3		
12101	Islamic History & Civilisation	2	D	2		
25121	Principles of Logic	3	B	9	1.8	
	Second semester 77/78					
17200	French Lang. (1)	3	B	9		
17261	Translation	3	C	6		
12100	Arabic Language	3	C	6		
11100	Islamic Thought	3	C	6		
21100	Statistics	3	[illegible]	[illegible]	2.4	2.1

Grading System

A = Excellent (90 – 100), 4 pts.
B = Very Good (80 – 89), 3 pts.
C = Good (70 – 79), 2 pts.
D = Pass (60 – 69), 1 pt.
F = Failure (less than 60), 0 pt.
W = Withdrew
IN = Incomplete

Graduation Requirements

Minimum of 120 Credit Hours
Achieved a cum G.P. Accumulative
Grad Point Average for the
B.A. or B.Sc. Degree

Scholastic Probation

Probation Date: Removal Date: Mean

Date: / / 19..
Director of Admissions & Registration
Seal

Course No.	Description Title	Credits	Grade	Points	G.P.A.	C.G.P.A.
	First semester 78/79					
10101	Intro. to Philosophy	3	B	3		
10102	Anthropology	3	D	1		
17151	Eng. Lang.Studies(3)	3	B	3		
17321	19th C.Lit. Novel	3	C	2		
17340	Shakespeare	3	D	1		
17371	Linguistics (1)	3	D	1	1.83	2.
	Second semester 78/79					
17372	French Lang. (2)	3	A	4		
17232	Linguistics (2)	3	C	2		
17252	Translation (2)	3	B	3		
17152	Eng.Lang.Studies(2)	3	B	3		
21103	General Psychology	3	B	3	3.	2.22
	First semester 79/80					
17223	19th C.Lit.Romantics	2	B	3		
17253	Eng. Grammar (1)	3	B	3		
17255	Eng.Lang.Studies(3)	3	B	3		
17314	17th C.Lit.	2	[illegible]	2		
42102	Intro.to Bus. Adm.	3	B	3		
42101	Principles of Acct.	3	B	3		
42232	Marketing & Sales Management	3	C	2	2.71	2.33
17254	English Grammar (2)	2	B	3		
17256	Eng.Lang.Studies(4)	3	B	3		
17320	18th C. Lit.	2	A	4		
42321	Adm. Accounting	3	A	4		
42214	Cost Accounting	4	A	4		
42322	Accounting Systems	2	D	1		
17273	Phonetics	3	A	4	3.4	
	Summer semester 79/80					
17211	Intro. to Lit.	3	B	3		
17438	Literary Criticism	3	A	4		
17374	Transformational Grammar	3	A	4	3.67	
	First semester 80/81					
42211	Company Accounting	3	B	2		
41322	Commercial Law(Companies)	3	B	3		
42341	Auditing	3	B	3		
42319	Govt. Accounting	3	B	3		
17479	Research Project	3	A	4	3.	

Remarks: [illegible]

Document #2: United Arab Emirates University Transcript

YEMEN ARAB REPUBLIC

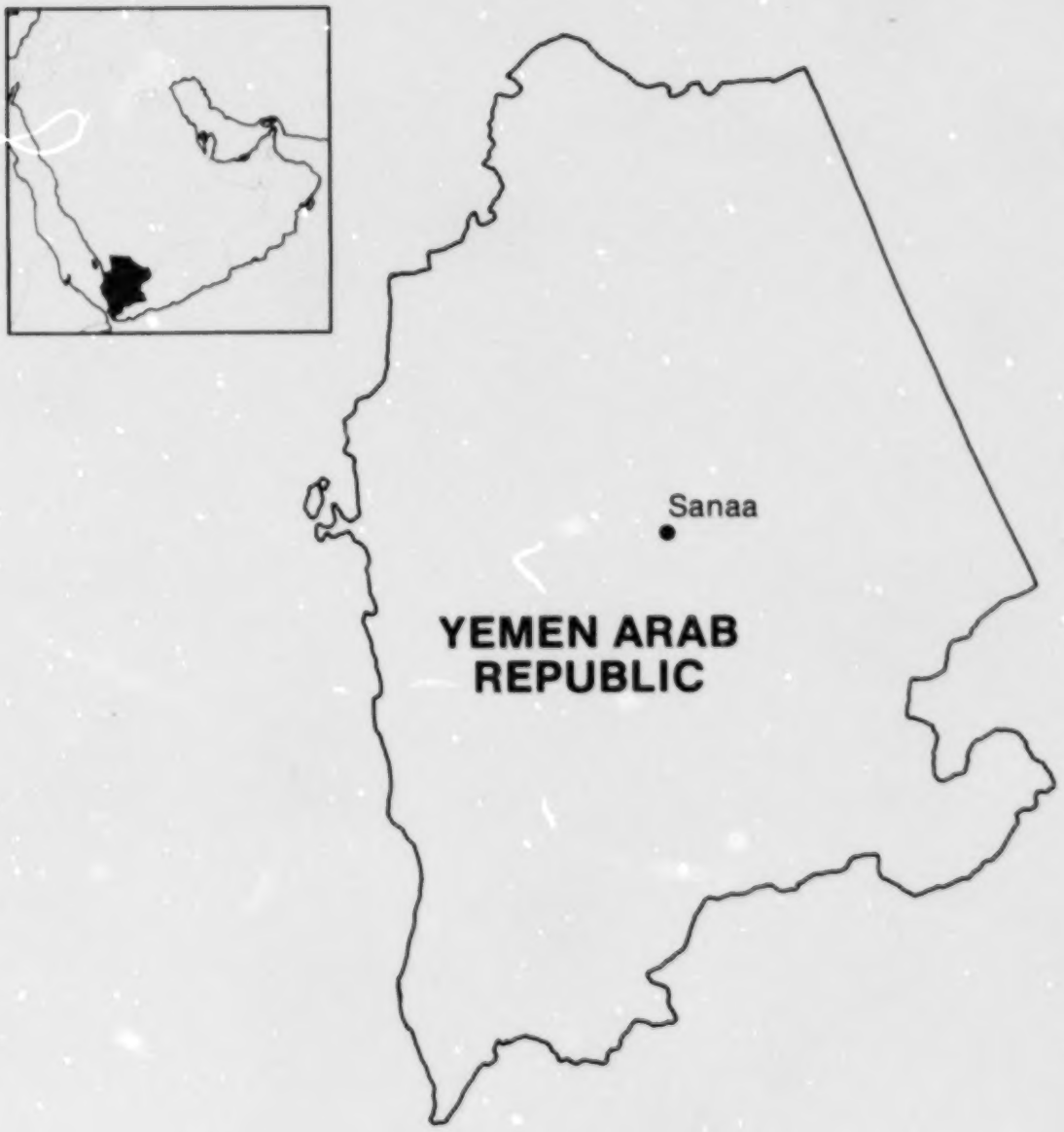
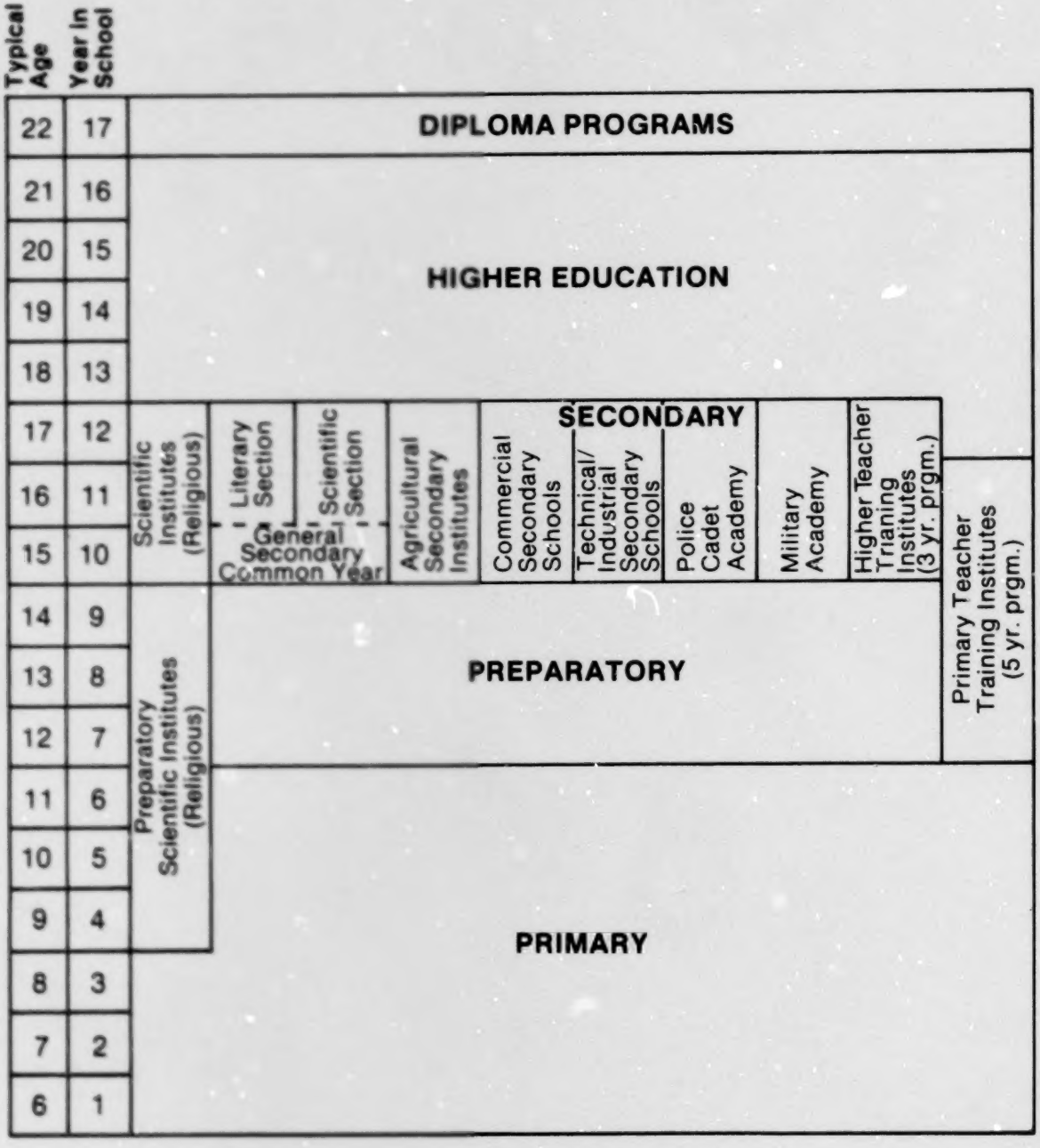


Table 1.—Yemen Arab Republic Education System



Yemen Arab Republic (YAR)

THE COUNTRY AND ITS PEOPLE

Geography

Location: Located in the southwestern corner of the Arabian Peninsula, just north of the passage between the Red Sea and the Gulf of Aden. Bordering the country are Saudi Arabia and the People's Democratic Republic of Yemen. The Capital is Sanaa. Ta'iz, Hodeidah and Ibb are other major cities.

Size: Approximately 75,000 square miles, (approx. 195,000 Km. Sq.) about the size of South Dakota.

Geography: The country is divided into 11 provinces, each of which is subdivided into districts. The terrain is mostly mountainous with a 40 mile coastal plain. Sanaa, the capital, is located in the interior at an altitude of over 7,200 feet above sea level. The climate is temperate in the interior with moderate rainfall; hot and dry in the coastal plain.

Natural Resources: Rock salt, small deposits of coal and copper.

Industry: Production of consumer goods and construction materials.

Agriculture: Producer of wheat, sorghum, cattle, sheep, fruits, some coffee, qat and cotton.

The People

Yemenis are divided between two principal Islamic religious groups: the Zaidi community of the Shia sect found in the northern, central, and eastern portions of Yemen, and the Shafai community of the Sunni sect in the south and southwest. Unlike other people of the peninsula who are nomads or seminomads, Yemenis are almost entirely sedentary and live in small villages and towns scattered throughout the highlands and coastal plains. About 20% of the population is urban, with 80% living in rural settlements of 500 or fewer persons.

Population: Approximately 8,556,000 (1981).

Official Language: Arabic.

Ethnic Groups: Yemenis are mainly of Semitic origin.

Religion: Islam (Shia and Sunni sects).

THE EDUCATIONAL SYSTEM

Historical Overview

Yemen became independent in 1918 ending Turkish (Ottoman) rule. The Hamid al-Din Dynasty ruled Yemen until the 1962 revolution. During the reign of Imam Yahya ibn Mohammed al-Din (1904-48), all government offices and functions were controlled by the Imam. A policy of isolationalism was adopted which minimized all foreign contacts and influences. This policy had a direct and definite influence on the structure and development of education in Yemen.

A heavy emphasis was placed on religious schooling. Until the 1940s, education was limited to the following subjects: reading, writing, Islamic laws, and Arabic literature. Very little, if any, attention was given to the arts and sciences subjects. By 1941, 500 schools were opened and compulsory education was instituted from the ages of 7 to 17. However, the quality of education was not very high nor was attendance. In the 1940s, there were only five elementary and two secondary schools in the capital city of Sanaa. The only other cities to have a secondary school were Hodeida and Taiz. Education was not available to people living in rural areas as all the schools were located in the cities. Enrollment in the 1950s was estimated at approximately 50,000 students.

Further changes did not occur until the 1962 Revolution which ended both the feudal rule of the Imam and the country's isolationism. Unfortunately, the hostilities continued with civil war that lasted until the summer of 1970.

Yemen adhered to the Arab League Cultural Pact of 1957 and adopted the recommended 6-3-3 education system. Prior to adopting this system, education was provided by the Kuttab, the traditional religious schools. The new Republican Regime and subsequent republican governments have sought to bring about a modern educational system by seeking and receiving assistance from the rest of the world, including both Western and Eastern countries. Arab countries—particularly Egypt, Saudi Arabia and Kuwait—have contributed most heavily through financial and manpower assistance over the last decade.

Current Problems

Present-day objectives to pursue both quantitative expansion and qualitative improvements in the educational system continue to face problems. The present illiteracy rate is extremely high, about 90% of the adult population. Enrollment in primary schools is very low. It is estimated that one in four children between the ages of six and eleven attends primary school. In addition, the quality of primary education remains low. This contributes to the high failure and drop-out rates.

A major problem continues to be manpower development—especially in education. The shortage is due in part to the large migration (estimated at 1 million) of the Yemeni work force abroad. In addition, the rapid expansion and demands on the educational system have left a serious shortage of teachers. This problem is compounded by the quality of the existing teachers and the shortage of suitable teaching materials.

Other factors play a supporting role in Yemen's socio-economic situation. A crucial factor is a lack of oil revenue enjoyed by other Arabian Peninsula countries. Even the revenue sent home from Yemeni workers who work outside of the country has declined from $13 million in 1977 to $9.6 million in 1981. However, despite its lack of oil as a natural resource, Yemen is the richest agricultural area on the Arabian Peninsula. But, productivity levels are low; even though agriculture is the main source of employment in Yemen. In addition, inflation averages 30% per year.

Proposed Solutions

Access to education is a main government objective. In order to improve the situation, the government must reach the people, but the majority live in rural areas. The government strives to provide basic educational facilities for every Yemeni citizen and to meet the increased demand for skilled manpower. The large increase in students attending schools at all levels causes some space restrictions. The government's plan is to renovate existing buildings, to add 4,120 classrooms at the primary level, and to construct new schools at both the preparatory and secondary levels (24 and 20, respectively).

In addition, district training centers and village training units for adult literacy programs have been established along with a center for production of school furniture and teaching equipment and materials. Sanaa University has also been included in this expansion plan, as a larger number of high school graduates from both the secondary and vocational streams seek to go on to higher education. Please see Table 2 for Sanaa University enrollment trends.

Yemeni students have studied abroad since the 1960s. Since 1970, students seeking programs of study not offered at Sanaa University have also studied abroad. In 1981/82, the YAR sent 380 students to study engineering and business in the United States.

The Ministry of Education (MOE) administers all education at the primary and secondary level through its regional offices, one in each of the eleven provinces. The MOE, through its curriculum branch, is responsible for all curricula below the university or higher education level. Higher education is the responsibility of Sanaa University.

Foreign assistance pays for a large portion of current educational expansion in Yemen. The many years of feudal rule and the country's isolationism prior to 1970 left the YAR unprepared with neither the trained manpower nor money necessary to provide an educational system to meet the urgent needs of the people. This need was recognized by many countries, and both foreign expertise and money has been provided in large amounts.

As a result, the progress in educational development has far exceeded what might normally have been expected within a period of 13 years. For example, the United Nations Development Program (UNDP) report for the year 1982 lists such assistance as provision of school buildings, teachers, books, teaching materials and equipment by donor countries. The money for the buildings at Sanaa University, including a large modern library; highly sophisticated electronic equipment; large, well-equipped laboratories for the Faculty of Science; as well as the provision of primary and secondary schools and teachers throughout the country, have all been donated. In addition, a great many schoiarships have been made available for study outside the YAR while educational programs, including higher education, were being developed within the country. As of September 1981, a total of 3,564 students had studied abroad in 34 different fields of specialization.

The U.S. Government, through the Agency for International Development (AID), has provided many of these scholarships. Since 1962, and taking into consideration a six year gap, about 250 students have been trained abroad in both undergraduate and graduate programs and are now back in the YAR to contribute to the further development of their country. Currently, AID has about 280

students enrolled in U.S. colleges and universities in undergraduate and graduate programs (about 50% at each level). Beginning in 1984, AID will be sending about 100 additional students to the United States. Approximately 50% of the students will be studying for the bachelor's degree, 30% for the master's degree, and 20% for the Ph.D. Students in the latter two categories will all have been graduates of Sanaa University.

Countries, other than the United States, which have contributed major support in various ways are Kuwait, The Netherlands, Czechoslovakia, France, the Federal Republic of Germany, Egypt, Pakistan, Iraq, the United Arab Emirates, Italy, Japan, Saudi Arabia, Sudan, Sweden, Syria, the United Kingdom, The People's Republic of China and the U.S.S.R.

The Arab countries have been a major source of funding. For example, Kuwait financed most of the initial capital and operational funds of Sanaa University, including the construction and equipping of a new campus. The exact amount of funding received from the Arab countries is not known. In part, this is due to the way the funding is distributed. Each Arab embassy acts as the executing agency directing its funds to certain projects—usually building schools; some funding is directed to hiring foreign teachers.

Structural Overview

The Yemeni education system is structured in four levels as shown in Table 1. The levels are: primary (6 years) - grades 1-6; preparatory (3 years) - grades 7-9; secondary (3 years) - grades 10-12; and higher education (4 or 5 years). Successful completion of each level is required in order to move to the next higher level.

Primary teacher training is available at both the post-primary and post-preparatory levels. Preparatory and secondary teacher training is only offered at the university level.

Technical/industrial education is offered at the technical school in Sanaa. Vocational training centers have been established in Sanaa, Hodeidah, Damar, and Taiz. These centers provide two-year full-time post-preparatory programs in semi-skilled areas.

Agricultural education has not yet been formalized in Yemen. This is changing with the Faculty of Agriculture and experimental farm at Sanaa University which are in the planning/construction stages. Please see Vocational, Commercial, Technical/Industrial, and Agricultural Education Training for information on the Agricultural Training Centers at Ibb and Surdond.

Commercial secondary education in Yemen commenced in 1969/70 and is currently offered in Sanaa, Taiz, and Hodeidah. The program of study is three years beyond preparatory level and leads to a Secondary School Certificate. Graduates of this program may then proceed to the Faculty of Commerce, Economics and Political Science at Sanaa University.

Sanaa University is the only institution of higher education in Yemen. Current faculties are: Arts; Commerce, Economics, and Political Science; Education; Science; and Sharia and Law. However, plans are well underway to establish three more faculties: Engineering, Medicine and Agriculture. Higher education is open to all holders of the Secondary School Certificate.

Adult education in the YAR is somewhat different due to the very high rate of illiteracy in the adult population. The problem is even more severe for women. In 1970, the government commenced an Adult Literacy Program through the MOE. The program of basic learning skills covers a variety of subjects from the primary level. To enroll in the program, students must be 15 years of age or older. The adult literacy centers are located in major cities such as: Sanaa, Taiz, Hodeidah, Ibb, and Damar.

As the majority of the population lies in the rural areas, District Training Centers (DTC) have been set up in several towns and villages. These centers are used as bases to extend the basic skills; training in carpentry, electricity and automotive mechanics; and literacy, home economics, and health and nutrition courses to other rural areas in the district. The government is expanding the District Training Centers to all regions of the country. Progress is slow but the wide gap is starting to close as formal and non-formal education are being made available to most of the people of the Yemen Arab Republic.

PRE-PRIMARY EDUCATION

There is no formal public pre-primary education in Yemen. However, there are a few private schools at the pre-primary and primary levels, mostly catering to children of the multi-national foreign community.

PRIMARY EDUCATION

Primary education is a six-year cycle in Yemen. There are not enough schools, instructional materials, teachers, or financial resources to accommodate the students who wish to attend primary

Table 2.—Enrollment Trends 1962/63 - 1981/82.

Number of Schools		Teachers		Students	
Primary Education*					
(1962-63)	919	(1974-75)	5,825	(1962-63)	61,335
(1981-82)	3,748	(1981-82)	11,894	(1981-82)	589,186
Preparatory*					
(1962-63)	5	(1974-75)	599	(1962-63)	730
(1981-82)	314	(1981-82)	1,849	(1981-82)	35,243
Secondary*					
(1962-63)	3	(1974-75)	233	(1963-64)	84
(1981-82)	120	(1981-82)	708	(1981-82)	10,297
Scientific Institutes (Religious)*					
(1978-79)	52	—	—	(1978-79)	7,600
(1981-82)	300	(1981-82)	2,198	(1981-82)	46,086
Sanaa University††			Total	Graduates	
(1970-71)	60 (M)	8 (F)	68	(1973-74)	9
(1974-75)	1,630 (M)	226 (F)	1,856	(1974-75)	60
(1980-81)	4,011 (M)	508 (F)	4,519	(1980-81)	374
(1981-82)	4,512 (M)	660 (F)	5,172	(1981-82)	312
(1982-83)	6,145 (M)	815 (F)	6,960	(1982-83)	320
(1983-84)	Estimate		9,700		
(1984-85)	Projected Enrollment		12,000		

Source: * Ministry of Education, 1983
††Sanaa University, 1983

school. Many rural schools are able to offer only three or four years of primary education. Unfortunately, primary education is characterized by a low percentage of enrollment of school age children. In 1972, it was estimated that only 12% of children of primary school age were actually enrolled. Even so, many more schools are needed. Due to a lack of space, primary school classes are generally co-educational. Separate facilities are being established as new buildings are constructed.

The desperate shortage of teachers is being gradually improved by United Nations programs to train new teachers and by in-service training at the Higher Teacher Training Institutes at Sanaa, Taiz, and Hodeidah. In part, this shortage of teachers is being off-set by the dependence on expatriate teachers.

A primary school graduate had the choice of joining (a) a preparatory school offering formal education; (b) a teacher training program that prepares students for primary school teaching; or, (c) the technical school, which trains middle level technicians. However, the teacher training and technical school programs were upgraded in 1982 and 1976, respectively. See Teacher Training and Technical Industrial Education.

PREPARATORY EDUCATION

Preparatory education (grades 7-9) consists of three years which lead to the Preparatory School Certificate. There are considerably fewer students studying at the intermediate level (see Table 2), but they are among the top primary school graduates. Most teachers at the preparatory level are expatriates since there are not enough Yemeni nationals with sufficient education and training to teach at this level. Financial resources are more limited here than at the primary level since more emphasis has been placed on upgrading elementary education.

SECONDARY EDUCATION

Secondary education consists of three years (grades 10-12) which lead to the Secondary School Certificate. Please refer to Table 1 as the secondary school system is divided into the following programs: Scientific Institutes (religious education); General Secondary - Literary or Scientific; Agricultural Secondary; Commercial Secondary; and, Technical/Industrial Secondary. Please see Vocational, Commercial, Technical/Industrial, and Agricultural Education for information concerning these programs.

Enrollment at the secondary level has increased dramatically in the past few years (see Table 2). The number of students in secondary education increased from 2,000 in 1971-72 to 10,297 in 1981-82. Female enrollment is still quite low and participation of girls outside of Sanaa, Taiz, and Hodeidah is minimal.

After the first year in the General Secondary school, students must choose either the Literary or Scientific Section. Table 3 shows the courses required for the common first year and for the Literary and Scientific sections. Upon completion of the secondary cycle, students must pass the *Thanawiya* or secondary examination.

The Scientific Institutes offer the same curriculum as the general secondary schools but include a heavier concentration on the religious teaching of Islam. Students may enter the Scientific Institutes at the primary school level. Study commences at grade 4 and continues through the preparatory level to grade 9. Graduates of grades 4-9 receive a Preparatory School Certificate from the Scientific Institute. Students may proceed to the secondary level in a Scientific Institute or transfer to another program such as the general secondary.

Secondary school graduates may be considered for admission to higher education, either at Sanaa University or abroad. To qualify for a government scholarship to study abroad, a student must score a minimum of 75% on the *Thanawiya*. The MOE exercises control over foreign scholarships for Yemeni students in order to ensure that (1) scholarships are awarded and (2) in the disciplines most urgently needed by the country.

Before students can go overseas for post-secondary study, they must spend a minimum of one year teaching in a school assigned by the Ministry of Education. The schools usually are in a rural area where the shortage of teachers is even more desperate than in the urban areas. Those students who have already had one opportunity to study abroad must serve two years in a governmental teaching or non-teaching position before becoming eligible for further study overseas on either a foreign or Yemeni scholarship. This rule applies to private and governmental scholarships alike, although the rule may be waived in the event that the student's course of study is judged to be in the overriding interest of the country's developmental goals. Civil servants receive 50-75 percent of their government salary while pursuing higher education abroad, depending on the cost of living where they are studying.

International Baccalaureate (I.B.)

The I.B. program is a two year pre-university course leading to the IB Diploma or to separate subject certificates at the Subsidiary and Higher level. The I.B. program is offered through Mohammed Ali Othman's School in Taiz.

VOCATIONAL, COMMERCIAL, TECHNICAL/INDUSTRIAL, AND AGRICULTURAL EDUCATION

The Technial Education Division of the Ministry of Education is responsible for the administration of the Vocational Training Centers and for secondary level commercial, technical/industrial, and agricultural programs.

Vocational Training Centers (VTC)

The four VTCs offer two-year full-time post-preparatory programs in semi-skilled areas. In 1979/80 the VTCs had an enrollment of 244 students. In 1981/82 the four centers had an enrollment of 480 students. Graduates of the program may take the final secondary year of the technical program to receive the Technical/Industrial Secondary School Certificate (*Thaniwiya Faniah*). There are plans for a higher technical institute for graduates of this program, but that institution is not in place at this time.

Commercial Education

Commercial education started in 1969-70 with one school in Sanaa with an enrollment of five students. Currently, there are 7 regional secondary schools which offer a commercial track. Enrollment in 1978/79 was 350 students, with 100 students graduating annually, compared to 581 students enrolled in 1981/82. Education in these schools

Table 3.—General Secondary Curriculum, 1983-84.

Courses	Common 1st Year	Scientific Section 2nd Year	Scientific Section 3rd Year	Literary Section 2nd Year	Literary Section 3rd Year
	Hours Per Week				
Islamic Education	6	5	4	6	6
Arabic	6	5	5	8	8
English	6	6	6	6	7
History	2	—	—	3	3
Geology	2	—	—	4	4
Sociology	—	—	—	—	5
Social Studies	1	—	—	—	—
Social Science	—	—	—	1	—
Economics	—	—	—	2	—
Mathematics	5	7	8	3	—
Physics	2	3	3	—	—
Chemistry	2	3	3	—	—
Biology & Botany	2	3	3	—	—
Arts (Painting)	1	2	2	2	2
Physical Education	1	2	2	1	1
Total Hours	36	36	36	36	36

Source: Ministry of Education (1983-84).

extends to three years above the preparatory level and leads to the Commercial Secondary School Certificate (*Thaniwiya Tijaria*). Graduates may enter the Faculty of Commerce, Economics and Political Science at Sanaa University.

Technical/Industrial Education

In 1970, the Chinese started a five year post-primary technical school. Entry was selective for primary certificate holders. Annual admission was about 100 and the capacity of the school was 450. Graduates were granted the Technical Secondary School Certificate (*Thaniwiya Faniah*). The first graduates of the school (35 in 1975) were sent to China to continue a four-year university course. Training was provided mainly in construction (buildings and roads) and maintenance of heavy equipment.

Practical work and design occupied 30-40 percent of the curriculum in the third and the fourth years and 70-80 percent in the final year, during which students also participated in practical work projects. Enrollment in technical schools has increased from 267 students in 1978/79 to 360 in 1981-82.

During 1974-75 the technical school came under the control of the MOE. The admission procedures were changed in 1976-77. New entrants are required to have a preparatory school diploma (which represents completion of nine years of education) and are required to study three years before they graduate with the Technical Secondary School Certificate (*Thaniwiya Faniah*).

Under the old system, students had one year of general study and two years of a specialization. Under the system beginning in 1974-75, students start the specialization at the beginning of the three year program. There are four areas of specialization: Highway Building and Technology; Electricity Maintenance; Architecture and Building; and Automobile Maintenance. In addition to the specialization, the following subjects are taught at all levels: Arabic, Islamic studies, industrial psychology, mathematics, and English. Physics and chemistry are available as electives.

Grading is from 1-100 with 50 the minimum passing grade. Sixty to sixty-five is the average grade received. Those graduating with the highest grades are granted scholarships for higher technical training in China, the Soviet Union, and Germany.

In addition to the Chinese School, there is another technical school located in Taiz. The curriculum is similar to that at the Chinese School except that electronics is offered as an additional specialization.

There are four Vocational Training Centers (see above) in addition to the two Technical Schools. There are plans for a higher technical institute for graduates of these programs, but that polytechnic is not in place at this time. Please refer to the Placement Recommendations for Technical/Industrial Secondary Schools.

Other Vocational/Technical Opportunities

In view of the time required for the education system to respond to skilled manpower needs, and because of the shortages of skilled manpower, some ministries and government agencies initiated their own skill training programs. Three vocational training programs are conducted by the Ministry of Public Works. Two deal with repair and maintenance of road building equipment and motor vehicles; the third trains skilled and semi-skilled workers for water supply projects.

The National Electricity Corporation has a training center for electricians; the Swedish Technical Assistance Mission also runs a training course for electricians. The British-Yemeni Agricultural Center conducts some training for operators of power pumps and agricultural machinery.

Other training institutions being planned are: (1) a Fisheries Development Training Center, under the Ministry of Agriculture, which will train fishermen in boat building, heat technology, and engine operation and maintenance; and (2) a Workers' Cultural Center - to be established with Algerian assistance, under the Ministry of Labor and Social Services - which would include instruction and training of unskilled labor in technical occupations and some trade specialization.

The National Institute of Public Administration (NIPA)

The National Institute of Public Administration (NIPA) is administered by the Prime Minister's office. NIPA was established in 1963 to upgrade the growing national civil service. The central office is located in Sanaa; there are branch offices in Taiz and Hodeidah. Offerings include: typing, office practice, language and mathematics skills, supervisory training, business and public administration, accounting and auditing. While training is primarily in-service and short-term, graduates of a two-year post-secondary Diploma in Development Administration and Accounting are accepted into the third year of the Faculty of Commerce, Economics and Political Science at Sanaa University.

Agricultural Education

Agricultural Education is the responsibility of the MOE in close cooperation with the Ministry of Agriculture. In the past, most Yemeni experts and technicians were trained abroad. However, this is changing. The Agricultural Training Centers at Ibb and Surdond were established in 1979-80 to begin preparing agricultural technicians in Yemen - primarily at the secondary level.

The Agricultural Training Centers offer (1) a one-year course (grade 10) for training animal health assistants; (2) experimental short courses for adult farmers; (3) in-service training for officials of the Ministry of Agriculture; (4) an agricultural extension service, and (5) a three-year secondary level agricultural program leading to the Agricultural Secondary School Certificate (*Thaniwiya* [Institute Name]), e.g. Thaniwiya ISAI (Ibb Secondary Agricultural Institute). The secondary level agricultural program consists of general courses plus agricultural courses listed in Table 4. There is also a three year livestock/veterinary secondary program that began in 1983, in Sanaa.

Grading is on a scale of 1-100 with 50 the minimum passing grade. If a student fails one or two subjects, he may repeat them. If he fails more than two, he must repeat the entire year.

The top 6-9 graduates of the secondary agricultural program are sent to Egypt each year to pursue a B.Sc. in Agriculture. There are plans for a Faculty of Agriculture at Sanaa University for graduates of the secondary school agricultural programs.

TEACHER TRAINING

Teacher training has undergone several changes during the last decade. In general, primary teacher training occurs at the post-primary and post-preparatory level. Preparatory and secondary teacher training occurs at the Faculty of Education, Sanaa University.

Yemen's shortage of qualified Yemeni teachers at all levels continues to be a major problem. It is most severe at the primary level because potential teachers are attracted to preparatory and secondary

Table 4.—Agricultural Secondary Institute Curriculum.

Subject Theoretical (T) and Practical (P)	1st Year		2nd Year		3rd Year	
	T	P	T	P	T	P
	Hours Per Week					
Islam Religion	3	—	3	—	3	—
Arabic	3	—	3	—	3	—
Yemen Studies, Nat'l. Education	2	—	—	—	—	—
English	2	—	2	—	2	—
Gymnastics	—	1	—	1	—	1
Gen. Math/Algebra	2	—	2	—	—	—
Animal Science	1	1	—	—	—	—
Botany	1	1	1	1	1	—
Science (chemistry, physics, agriculture)	2	2	2	2	1	1
Plant Production	2	2	1	2	1	2
Soil, Fertility, Irrigation	—	—	1	1	1	1
Horticulture	2	2	2	2	2	2
Plant Protection	—	—	2	1	1	1
Animal Protection	2	2	2	2	2	2
Extension & Rural	2	—	2	2	1	1
Agr. Econ. & Mgt.	—	—	—	—	2	2
Machinery	—	—	1	2	1	2
Surveying, Geodesic Science	1	2	—	—	—	—
Workshop (Machine Shop)	1	—	—	—	—	—
Food Processing (Dairy)	—	—	1	2	1	2
Bees Breeding	—	—	—	—	1	2
Chemical Health Science	1	—	—	—	—	—
Total	27	13	25	18	23	19
	40		43		42	

level specializations where the financial reward and prestige are far greater.

The Government has attempted to draw more students into the teacher training institutes (primary) by: (1) increasing teacher salaries; (2) providing student allowances while attending school; (3) providing room and boarding facilities; and (4) exempting students from military service.

Due to the teacher shortage, the government has to rely on expatriate teachers - primarily from Arab countries such as Egypt and Sudan. For example, according to AMIDEAST (1980), Saudi Arabia has agreed to finance the securing of 200 teachers from the Arab countries. Even though many primary school teachers may have not themselves completed current teacher training programs, the Ministry of Education finds it difficult to release teachers for further training because there are so few teachers available—qualified or unqualified, Yemeni or non-Yemeni. However, the training of Yemeni teachers continues to be a high priority of the MOE. Sixty-five percent (65%) of all primary school teachers are on temporary appointment. This includes all expatriate teachers.

Primary Teacher Training Institutes

Established to train primary school teachers, the first Primary Teacher Training Institute for Boys was founded in 1963; the first Primary Teacher Training Institute for Girls followed in 1966. In 1975-76, there were eight institutes (four for boys and four for girls) located in Sanaa, Taiz, Hodeidah and Ibb.

Prior to 1982-83, Yemeni teachers could complete primary teacher training through one of two programs: the first, and still in place, a three year post-preparatory level program (grades 10-12); or the second, a three year post-primary level program (grades 7-9). Also, in an attempt to reduce the severe shortage of primary teachers, select students

were permitted to teach directly after completing the preparatory level with no teacher training. Table 5 outlines the three year post-preparatory curriculum for Primary Teacher Training Institutes.

Table 5.—Three Year Primary Teacher Training Institute, Curriculum - Post Preparatory Level, 1983/84.

Courses	1st Year	2nd Year	3rd Year
	---- Hours Per Week -----		
Islamic Education	6	6	6
Arabic Language	6	6	6
Human Science (history, geography, national education)	3	4	4
Science, Health, Nutrition	3	4	4
Mathematics	4	4	4
Elementary School Application	3	3	3
English	4	4	4
Practical (Teaching)	2	1 day/ month	one month
Teaching Tools	2	—	—
Environmental Services and its Application for Teachers (Female Teaching)	2	2	2
Physical Education	2	2	2
Arts	1	2	2
Music	1	2	2
Total Hours	39	39	39

Source: Ministry of Education (1983-84).

The three year post-primary program and the practice of allowing selected students to teach directly after preparatory graduation have been discontinued. It was found that these students were too young and poorly prepared to teach. The government replaced the three year post-primary program with a new five year post-primary program. Table 6 outlines the new curriculum.

Table 6.—Five Year Primary Teacher Training Institutes Curriculum - Post-Primary Level, 1983/84.

Year Courses	1st	2nd	3rd	4th	5th
	---- Hours Per Week ----				
Islamic Education	7	7	6	5	5
Arabic	7	7	6	5	5
Mathematics	6	6	3	3	3
Health Science	4	4	3	3	3
History & Geology	3	3	3	3	3
English	4	4	2	2	2
Application of Education	—	—	2	2	2
Social Science Education	—	—	2	2	2
Teaching Tools	—	—	2	2	2
Special Methods of Teaching	—	—	3	3	3
Practical Application	—	—	2	4	4
Social & Environmental Services - Home Economics for Female Teachers	—	—	2	2	2
Arts Education	2	2	1	1	1
Music Education	1	1	1	1	1
Physical Education	2	2	1	1	1
Total Hours	36	36	39	39	39

Source: Ministry of Education (1983-84)

Preparatory and Secondary Teacher Training

Preparatory and secondary teachers must complete a four year Bachelor of Arts degree offered by the Faculty of Education at Sanaa University (see section on Higher Education). While Table 1 and the Placement Recommendations will help clarify the structure of teacher training in Yemen, Table 7 summarizes the various teacher training programs, to include proposed changes.

Table 7.—Teacher Training—Past, Present, and Future.

Institution	Duration of Program	Name of Credential	Qualifies to Teach
Primary Teacher Training Institutes	3 years (grades 7-9)	General Tchr. Diploma	Prior to 1982, grades 1-6 (program phased out in 1982,
	5 years (grades 7-11)	General Tchr. Diploma	Grades 1-6 (program began in 1982
Higher Teacher Training Institutes	3 years (grades 10-12)	General Tchr. Diploma	Prior to 1982, grades 7-9; effective 1982, grades 1-6
Sanaa University	2 years post-secondary	*	Grades 7-9 (beginning in 1982)
Sanaa University	4 years post-secondary 1 year post-baccalaureate 24 credit hours post-B.A. in Ed. or post-Gen. Dip. in Ed.	B.A. in Ed. General Diploma in Education** Special Diploma in Education***	Grades 7-9 and 10-12

*Credential as yet unnamed, first graduates expected in 1985.
**For non-education graduates only; first graduates in 1983.
***Some Special Diploma holders will be chosen to complete a thesis, for which an additional six credit hours and the M.A. in Ed. will be awarded; first Special Diploma graduates in 1984.

HIGHER EDUCATION

Established in 1970, Sanaa University is the only institution of higher education in Yemen. Its initial mission was to prepare Yemenis as teachers for the country's schools. Sanaa University has developed from an initial enrollment of 68 students into a comprehensive university enrolling nearly 10,000 students in five faculties: Arts; Commerce, Economics, and Political Science; Education; Science; and, Shariah and (Civil) Law. Three new faculties are planned (see Plans for the Future).

During its early years of operation, Sanaa University's top administrators, professors, educational materials, and operating costs were financed by the State of Kuwait, which continues to support the university. Today, more than 20 other countries provide various forms of assistance. Most of the professors come from Ain Shams University in Cairo. Cambridge University and the American University of Beirut are co-sponsoring a Professor of Yemeni Studies at Sanaa University. Previously, an American Fulbright professor in South Arabian history spent a year at the university. The excellent research and laboratory facilities come from the United Kingdom and West Germany. Further information concerning foreign assistance, access to education in Yemen, and Yemeni students studying abroad can be found under Proposed Solutions at the beginning of this report.

Sanaa University is co-educational, with approximately ten percent female students. Almost 40% of the female students are enrolled in the Faculty of Education. Female enrollment is being encouraged by providing free room and board. However, it is expected that most female students will continue to choose the Faculty of Education because it offers a guaranteed teaching position to all graduates.

The academic year at Sanaa University is divided into two 18-week semesters plus one eight-week summer session. The university has a central library with 49,000 Arabic and 42,000 English volumes, including 500 periodical and journal titles. Arabic is the language of instruction in all faculties except the Faculty of Science, where English is utilized (English will also be the language of instruction in the new Faculty of Engineering and

Faculty of Medical Sciences). The university grading system appears below:

Excellent	90-100	= 4.0
Very Good	80-89	= 3.0
Good	65-79	= 2.0
Satisfactory	50-64	= 1.0
Deficient (Failure)	0-49	= 0.0

Admissions Requirements

The minimum entrance requirement for Sanaa University varies by faculty and year. For example, the stated minimum entrance requirement for the Faculty of Medical Sciences in 1983* was 75%; however, no student with a Secondary School Certificate Examination score below 90% was admitted. While the graduates of the specialized secondary programs are usually only accepted by the appropriate faculty (for example, Commercial Secondary graduates by the Faculty of Commerce, Economics and Political Science), Commercial Secondary graduates from Yemen have studied medicine in Damascus and will transfer back to the Faculty of Medicine at Sanaa University.

Degree Requirements

All baccalaureate degrees require a minimum of 132 credit hours distributed as follows: University requirements (15 hours [6 Arabic, 6 English, 3 Islamic Culture]); major (60); minor (24); faculty requirements (12); and electives (21).

Graduate Programs

Several post-baccalaureate diploma programs are offered at Sanaa University and plans are under way for the development of masters programs in the Faculty of Arts and Faculty of Science (see faculty descriptions). All undergraduate degree holders from Sanaa University are eligible to enter relevant diploma programs, but each student's admission to the proposed masters programs will have to be approved by the Council of Faculty, a university-wide body comprised of representatives of all faculties (colleges).

The Faculty of Shariah and (Civil) Law currently offers three post-baccalaureate diploma programs; the completion of two of these diploma programs is regarded as comparable to a masters degree (see faculty descriptions for further details concerning graduate-level programs).

*The first class of eight medical students began their studies in the Faculty of Science in 1983. Construction of both a Faculty of Medical Sciences and a Faculty of Engineering is underway.

Sanaa University

Enrollment: 9,700 in 1983-84 (registration in progress when this statistic obtained).

Faculty of Arts

B.A./four years/Arabic Language and Literature, Archeology, English Language and Literature, Geography, History, Islamic Studies, Philosophy, Psychology, Sociology; Professional Diploma in Translation/one year/Arabic Language and Literature, English Language and Literature; Diploma in Preservation and Maintenance of Antiquities/one year/Archeology; Professional Diploma in Surveying and Cartography/one year/Geography; Diploma in Cooperatives/one year/Sociology; (the following M.A. programs are proposed: M.A./two years/Arabic Language and Literature, Archeology, English Language and Literature, Geography, History).

Faculty of Commerce, Economics and Political Science

B. Com./four years/Accounting, Business Administration, Economics, Political Science.

Faculty of Education

B.A. in Ed./four years; General Diploma in Ed/one year; Special Diploma in Ed./one year/Curriculum, Educational Administration/Guidance.

Faculty of Science

B.Sc./four years/Biochemistry, Biology, Chemistry, Geology, Mathematics, Oceanography, Physics; Diploma in Analytical Chemistry/one year; Diploma in Applied Geography/one year; (the following M.Sc. programs are proposed: M.Sc./two years plus thesis/Chemistry, Geology).

Faculty of Shariah and (Civil) Law*

B.Sc./four years/Shariah (Islamic Law) and Civil Law; Higher Diploma/two years/Private Law, Public Law, Shariah (Islamic Law)—students complete two of the three diploma specialties, to include a thesis in one specialty; completion of two diploma programs is considered comparable to an M.A. degree.

*Civil Law includes all branches of law, e.g., maritime law, international law, corporate law, and labor law.

Languages Center

The Sanaa University Languages Center is an autonomous "faculty" within the university. The Center offers instruction in the English, Arabic, and French languages and is responsible for all university, faculty, and department required courses in Arabic and English. Although the faculty are well-qualified* and small group instruction and language laboratories are utilized, much of the instruction must be by lecture. This is due to the small number of qualified teachers in relation to student demand (18 teachers of English and 6 teachers of Arabic for 3000 students). Other English language instruction offered is pre-departure ESL for Yemeni students studying abroad in English speaking countries, non-academic ESL for government employees, and post-graduate training for students in the Faculty of Shariah and (Civil) Law.

Plans for the Future

The present campus, which houses all five faculties, will eventually house only the Faculty of Arts when the new university campus is completed. Construction of both a Faculty of Engineering and Faculty of Medical Sciences (to include Nursing, Medical Technology, and Physical Therapy) is underway. Plans are being made for three additional faculties: Agriculture, Pharmacology, and Physical Education. Of these three, the Faculty of Agriculture has highest priority with Pharmacology and Physical Education coming no sooner than 1990.

NOTES TO ADMISSIONS OFFICERS

English Language Proficiency

A wide range of ESL programs is available in Yemen. The Sanaa University Languages Center has already been described. In addition to the comprehensive programs offered there, the British Council, the National Institute of Public Administration (NIPA), the Yemen-American Language Institute (YALI), and the military also offer ESL training. However, Sanaa University faculty and administrators (including the Director of the Languages Center) are very concerned that their students may be accepted into U.S. academic programs prior to having received adequate English language preparation. It is, therefore, strongly recommended that all applicants from Yemen submit evidence of English language proficiency based on standardized tests such as the Test of English as a Foreign Language (TOEFL).

Credential Verification

All secondary school certificates are signed by the appropriate Director-General and have a confirmation stamp from the Ministry of Education. Official documents bear an original signature and an original photograph of the student. Carbon copies with the original signature and an original photograph may also be accepted as official.

Official transcripts from Sanaa University require four signatures: the Faculty Registrar, the Faculty Dean, the University Registrar, and the Vice-Rector (see sample transcript). Diplomas are not normally available to students, but the official transcript will confirm the awarding of the degree. Students wishing to study abroad must also obtain official seals from the Yemeni Embassy in Washington, D.C. Similarly, all U.S. transcripts returned to Yemen by Yemeni students studying in the United States must be verified by both the Yemeni and U.S. embassies.

Interpretation of Credentials

The various Secondary School Certificates are issued by the Ministry of Education and include the following information: (1) type of certificate and area of emphasis (e.g., the General Secondary School Certificate - Scientific Section); (2) the year in which the student took the examination; (3) the subjects in which the student was examined; and (4) the examination results. The columns headed "Max" and "Min" indicate the highest score obtainable and the lowest passing mark. The number recorded under "Marks" is the final grade in the subject indicated. If a student fails either one or two subjects, he may re-take the examination; if more than two subjects are failed, the student must repeat the entire year.

When reviewing examination results, scores pertinent to the applicant's intended major should receive special consideration. For example, in the Scientific Section, the first three courses—Islamic Education, Arabic Language, and English Languate—account for 43% of the final total maximum score possible. High grades in these three subjects and low grades in mathematics and science subjects could yield a sufficiently high total to pass,

*All but four of the faculty have earned an M.A. in Applied Linguistics (two have Ph.D.s); the four with a masters degree have B.A.s with 10-12 years ESL teaching experience.

yet the total score might be misleading in assessing the student's potential for success in a major related to science and mathematics. Although the third (final) year report is most important, the student's grades in the first and second years should be reviewed to determine consistence of performance. Academic and government service requirements for Yemeni students studying abroad are described under Secondary Education.

The Sanaa University grading scale appears at the beginning of this section. Unfortunately, the results of a ten-year study of grade distribution were not available at the time this publication went to press. It is only known that one in five freshmen who enter Sanaa University graduates four years later. The percentage of students enrolled after four years was not available, however, external students in the Faculties of Arts; Commerce, Economics, and Political Science; and Shariah and (Civil) Law do take as long as ten years to complete degree requirements.

Technical Secondary School Certificate (*thaniwiya faniah*)

Caution should be exercised in reviewing transcripts from the Technical School (see section on Technical/Industrial Education). In the past, the PRC Technical School was a five-year post-primary program; in 1976-77, the program was up-graded to a three-year post-preparatory program.

Primary Teacher Training Institutes

In 1982-83, the former three-year post-primary program for primary teachers was expanded to five years (see Table 7 and Teacher Training).

Police Cadet Academy and Military Academy

Information on these programs was not available. It was learned, however, that Sanaa University allows graduates of these institutions to enter the Faculty of Sharia' and Law (see Placement Recommendations).

Special In-Country Agencies (outline of areas of responsibility)

USIS—United States Information Service

- Administers the Fulbright program for Yemenis to obtain graduate degrees in the United States.
- Operates International Visitor Program (IV).
- Distributes magazines, articles on United States and provides press services for the Embassy.
- Supports the AIYS, below.
- Offers student counselling on study at U.S. colleges and universities.
- Test center for ETS examinations.

AIYS—American Institute for Yemeni Studies

- Research facility in Sanaa which coordinates with the Yemen Studies Center in all research activities of Americans and others on Yemen.

USAID—United States Agency for International Development

- Provides technical assistance to key government ministries and trains Yemenis at United States and Arab World academic institutions.
- Projects in agriculture, education, rural development and health.

YALI—Yemen-American Language Institute

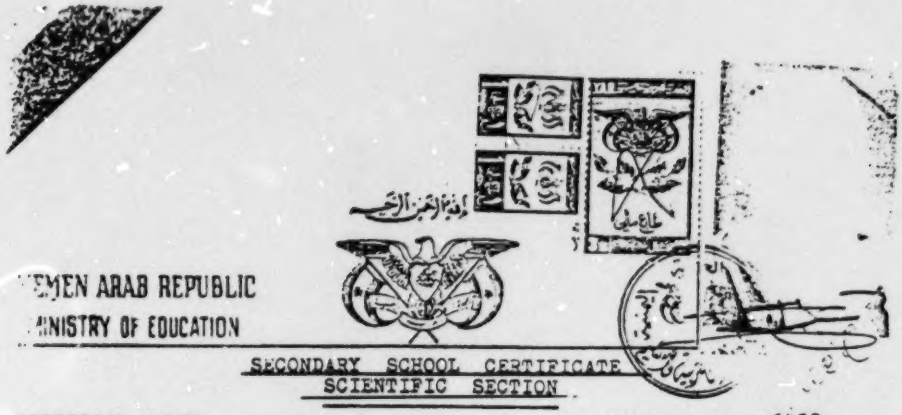
- A joint USIS/USAID Peace Corps.
- English teaching facility for candidates nominated by the Yemen government for various scholarship programs in the United States and for select government officials.

AMIDEAST—American-Mideast Educational and Training Services

- Provides a resource library on higher education in the United States and abroad and education and training in Yemen.
- Full administration of TOEFL examination.

PLACEMENT RECOMMENDATIONS

CREDENTIAL	RECOMMENDATION
1. Primary School Certificate	Placement on a year-for-year basis.
2. Preparatory School Certificate (also referred to as the Intermediate School Certificate) OR Preparatory School Certificate from a Scientific Institute (religious education)	Placement on a year-for-year basis.
3. General Teachers Diploma from a Primary Teacher Training Institute	Represents 11 years of education. High school admission is recommended on a year-for-year basis. See section on Teacher Training.
4. General Secondary School Certificate (*thanawiya aaman*) - Scientific or Literary Section OR General Secondary School Certificate from a Scientific Institute (religious education)	May be considered for freshman admission.
5. Commercial Secondary School Certificate (*thanawiya tijaria*)	May be considered for freshman admission. See section on Commercial Education.
6. Technical Secondary School Certificate (*thanawiya faniah*)	Normally not recommended for admission to academic programs but may be considered for freshman admission to programs of study where technical background is appropriate. See section on Technical/Industrial Education.
7. Agricultural Secondary School Certificate (*thanawiya* [institute name]), e.g., Thanawiya ISAI (Ibb Secondary Agricultural Institute)	Normally not recommended for admission to all academic programs, but may be considered for freshman admission to programs where agricultural background is appropriate. See section on Agricultural Education.
8. General Teachers Diploma from a Higher Teacher Training Institute	Represents 12 years of education. Normally not recommended for admission to all academic programs, but may be considered for freshman admission where background is appropriate. See section on Teacher Training.
9. Military Science Diploma OR Police Diploma	Represents 12 years of education. Normally not recommended for admission to academic programs, but may be considered for programs of study where background is appropriate.
10. B.A., B.Com., or B.Sc.	Consider comparable to U.S. bachelor's degree.
11. General Diploma in Education	Represents additional undergraduate course work in education. Placement should be based on other qualifications.
12. Diploma in _____ (see faculty descriptions under Sanaa University)	Represents one year of post-baccalaureate education. Graduate transfer credit to be determined on a course-by-course basis.



YEMEN ARAB REPUBLIC
MINISTRY OF EDUCATION

SECONDARY SCHOOL CERTIFICATE
SCIENTIFIC SECTION

CERTIFIED COPY EXAM. SEAT NO. 1459

Student Name : [illegible] HODEIDAH
School : AL-THAWRA SECONDARY Place: HODEIDAH
Date of Birth : 1959 Place of Birth: SANI SANAA
Date : 1979/78 Session: FIRST

Student Marks

SUBJECTS	MAX.	MIN.	MARKS
Islamic Education	100	50	84
Arabic Language	100	50	71
English Language	100	50	62
Algebra, Analytic Geometry & Integral Calculus	45	23	39
Solid Geometry & Trigonometry	30	20	20
Mechanics	25	21	21
Total Mathematics	100	50	80
Chemistry	100	50	74
Physics	100	50	57
Biology	100	50	53
Arab Society	100	50	62
GRAND TOTAL - FIVE HUNDRED & EIGHTY-NINE	800	400	589

Technical Affairs
Director-General

CONFIRMED
MINISTER OF EDUCATION

Date : 14/1/79

N.B. ANY ALTERATION OR CHANGE CANCELS THIS COPY.

REMARKS:
400 - 480 = PASS
481 - 560 = FAIR
561 - 640 = GOOD
641 - 720 = VERY GOOD
OVER 720 = EXCELLENT

I Confirm that this is a true copy of the original which I have seen.

Dan Cox
Human Resources Development Officer, USAID/Sanaa

Document #1: Secondary School Certificate (Scientific Section)

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بسم الله الرحمن الرحيم

SANAA UNIVERSITY

FACULTY OF SCIENCE CERTIFIES THAT Mr/Mrs/Miss [redacted] .

A YEMENI NATIONAL, WAS ENROLLED IN THE FACULTY OF SCIENCE

DURING THE ACADEMIC YEARS 77-78 / 78-79 .79-80 / 80-81 , AND HAS BEEN AWARDED A BACHELOR'S

DEGREE IN SCIENCE WITH MAJOR IN CHEMISTRY & ZOOLOGY IN THE MONTH OF SEPTEMBER THE YEAR 19 81

WITH A CUMULATIVE GRADE OF GOOD THIS TRANSCRIPT HAS BEEN GIVEN UPON HIS REQUEST

TO BE PRESENTED TO WHOM IT MAY CONCERN

ACADEMIC YEAR 1977 / 1978		ACADEMIC YEAR 1978 /1979		ACADEMIC YEAR 1979 / 1980		ACADEMIC YEAR 1980 /1981	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
COURSES	GRADES	COURSES	GRADES	COURSES	GRADES	COURSES	GRADES
General Chemistry (1)	GOOD	Organic Chemistry	GOOD	Organic Chemistry	PASS (Second attempt)	Organic Chemistry	GOOD
General Botany (1)	GOOD	Inorganic Chemistry	PASS	Physical Chemistry	PASS	Nuclear & Inorganic Chemistry	PASS
General Zoology (1)	PASS	Physiology	GOOD	Analytical Chemistry	PASS		
Mathematics	PASS	Genetics	GOOD	Embryology	VERY GOOD	Physical Chemistry	PASS
English	VERY GOOD	Developmental Morphology	GOOD	Entomology	GOOD	Marine Ecology	VERY GOOD
		Chordata I	VERY GOOD	Physiology	VERY GOOD	Comparative Anatomy of Vertebrates	EXCELLENT
		Invertebrate II	GOOD			Physiology	VERY GOOD
						Seminar	GOOD
CUMULATIVE GRADE	GOOD						
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
COURSES	GRADES	COURSES	GRADES	COURSES	GRADES	COURSES	GRADES
General Chemistry (2)	PASS (Second attempt)	Organic Chemistry	GOOD	Organic Chemistry	PASS	Organic Chemistry	VERY GOOD
General Botany (2)	GOOD	Physical Chemistry	PASS (Second attempt)	Inorganic Chemistry	PASS (Second attempt)	Inorganic Chemistry	PASS
General Physics	PASS					Physical Chemistry	GOOD
English	GOOD	Analytical Chemistry	PASS	Analytical Chemistry	PASS	Comparative Animal Physiology	EXCELLENT
General Zoology (2)	GOOD	Plant Anatomy	GOOD	Cell Chemistry & Cytology	GOOD		
		Plant Taxonomy	PASS	Parasitology & Microtechnique	PASS	Ecology & Animal Behaviour	VERY GOOD
		Ecology	PASS	Animal Physiology	GOOD	Comparative Anatomy and Evolution	EXCELLENT
		Chordata (II)	GOOD				
		General Entomology (I)	VERY GOOD				
CUMULATIVE GRADE	GOOD	CUMULATIVE GRADE	GOOD	CUMULATIVE GRADE	PASS	CUMULATIVE GRADE	GOOD

FACULTY REGISTRAR DEAN UNIVERSITY REGISTRAR CONFIRMED BY VICE-RECTOR

121

122

Glossary

AACRAO—American Association of Collegiate Registrars and Admissions Officers

al—in lower case form, it represents the definite article "the"; in upper case form, it connotes "family of" or "belonging to."

ALECSO—Arab League Educational, Cultural, and Scientific Organization

Bahraini—a citizen of Bahrain.

caliph—successor.

DTCs—District Training Centers—in Yemen, these centers offer non-formal basic training and literacy programs in rural areas.

emir—ruler or king.

emirate—political entity under the rule of an emir. Similar to a sheikdom or kingdom.

falaj (plural, aflaj)—an irrigation system which distributes water, by means of a network of underground canals, to villages and farms.

Hadith—tradition based on the precedent of Mohammed's words and deeds that serves as one of the sources of Islamic law.

haj—the pilgrimage to Mecca and Medina one of the five fundamental obligations of Islam.

Ibadhi—a conservative branch of Islam following traditions which maintain that the spiritual leader (or imam) does not have to be a successor of Muhammad, but should be elected.

Idadiah—intermediate certificate.

imam—a prayer leader of Islam; a religious leader regarded by the Shia to be a successor of Muhammad.

IOCA—International Civil Aviation Organization.

Islam—literally, submission to, or having peace with, God; the religion of which Muhammad was the prophet.

JCOW—Joint Committee on Workshops (comprised of representatives of AACRAO and NAFSA)

Koran (also Quran)—the sacred text of Islam believed to contain the revelations made by Allah to the prophet Muhammad.

kutab—traditional religious classes which consist of rote memorization of verses from the Koran.

MOE—Ministry of Education.

mutawah—religious teacher.

NAFSA—National Association for Foreign Student Affairs.

Omani—a citizen of Oman.

OPEC—Organization of Petroleum Exporting Countires.

Qatari—a citizen of Qatar.

Quran—(see Koran).

Shahadat—certificate.

shariah—Islamic law.

Shia (also Shiah or Shiite)—literally, "sectarian;" a branch of Islam, composed of the followers of Ali, the cousin and son-in-law of Muhammad, who regard the heirs of Ali as the legitimate successors to the prophet Muhammad. The Shia reject the other caliphs and the Sunni legal and political institutions.

Sunni—literally, "tradition;" a branch of Islam following traditions which accept the first four caliphs as rightful successors of Muhammad.

Tawjihi (also tawjihia)—literally, "preparatory," but used in conjunction with the secondary school certificate, meaning preparatory to post-secondary/higher education.

thanawiya—secondary.

TOEFL—Test of English as a Foreign Language.

UAE—United Arab Emirates.

UNDP—United Nations Development Program.

VTC—Vocational Training Centers—in Oman, 3-year post-primary; in Yemen, 2-year post-preparatory; and, in Bahrain, 3-year post-preparatory vocational training programs for skilled workers.

Wahabism—name used outside Saudi Arabia to designate official interpretation of Islam in Saudi Arabia. The faith is a fundamentalist and puritanical concept of the oneness of God (Al Dahwah al Tauhid) preached by Muhammad Iba Abdal Wahhab. The royal family of Qatar and most Qataris are Wahabis.

YAR—Yemen Arab Republic.

Yemeni—a citizen of the Yemen Arab Republic.

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